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ABSTRACT

Project components of the Elementary Secondary Education Act (ESEA) Title I in Hawaii are evaluated in this paper. The project components are the following: Reading resource rooms, tutorial projects, Hiloe reading clinic (preschools), and Alae Operation Live-In. The Peabody Individual Achievement Test is administered to each Title I pupil as a pre and post test measure of their achievement. The test of Expressive Language is administered to the pupils involved in the preschool projects. Among the findings are the following: The "umbrella" project concept implemented for the reading projects enables the Hawaii District Office to more efficiently coordinate activities in a variety of areas. Perhaps one of the most efficient and highly organized programs, the District Parent Advisory Council (DPAC), became involved in a number of activities including the surveying of all Title I parents within Hawaii County for program evaluation purposes. All of the projects show substantial academic gains among the enrolled pupils. The gains are significant and emphasize the point that all children, including identified low achievers, can learn to read when given adequate and appropriate instruction. Caution should be exercised, however, in interpreting the specific results of individual pupils and/or averages of the respective schools. (Author/AM)

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ED133394

1974-75 EVALUATION OF PROJECT COMPONENTS

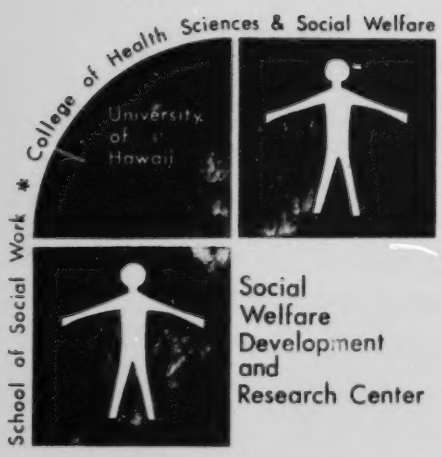
Hawaii District Office

DEPARTMENT OF EDUCATION

STATE OF HAWAII

ELEMENTARY & SECONDARY EDUCATION ACT (ESEA)

TITLE I, P. L. 89-10



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REPORT NO. 146

JULY, 1975

1974-75 EVALUATION OF PROJECT COMPONENTS

ELEMENTARY AND SECONDARY EDUCATION ACT

TITLE I - HAWAII DISTRICT

Principals and Instructors
Participating Schools - Hawaii District
(refer Appendix A)

Compensatory Education Section
DEPARTMENT OF EDUCATION
STATE OF HAWAII
Superintendent - Teichiro Hirata

HAWAII DISTRICT
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UD 016645

PREFACE

Evaluation of the Elementary and Secondary Education Act (ESEA) Title I programs of Hawaii District, 1974-75, was provided by the Social Welfare Development and Research Center (SWDRC), of the University of Hawaii, Manoa Campus. This report was prepared and submitted in accordance with the Memorandum of Agreement between the State of Hawaii Department of Education and the SWDRC. A progress report of Title I programs, presented at mid-year, preceded this final Evaluation of Project Components. This is the third annual report prepared by the SWDRC. For more complete descriptions of previous ESEA Title I efforts in the Hawaii District, DOE, the reader is directed to SWDRC Reports #118 and #134.

The purpose of this report is not to make blanket judgments of any program, but to ascertain what causal relationships may exist between the pupils' educational success and their classroom environment. While the report presents an appraisal of data from throughout Hawaii District, the intent is not to compare and contrast one program with another. Such comparative analysis would be both impractical and unwarranted, for each program functioned within its unique geographical area and served its own specially selected pupils. The objective is not to uncover the projects' past mistakes, but to help Title I educators gain from the lessons of hindsight an ability to foresee new approaches and apply these with a broader understanding.

This report is presented to indicate the progress which has been achieved and the potential for future program development that lies ahead. Evaluation of Project Components was written to identify the extent of educational achievement which occurred, and to specify what influences upon the children encouraged the learning behavior to arise. As this knowledge

develops, more effective and beneficial approaches to education become possible.

It is apparent that the personnel of Hawaii school district have made a dedicated effort to advance the development and quality of educational services offered to Title I children. The sincerity of these professional educators, their concern for the basic educational needs of pupils, and their willingness to work with new and innovative approaches for the benefit of the children they serve are all commendable.

The personal integrity and concerns for program development which Hawaii District personnel have shown are reflected in the fact that a third party evaluation of Title I projects was requested. This is a sound and justified decision which indicates objective insight and consideration for future program implementation.

We were very impressed throughout this past academic year with the evident dedication, motivation, and sincerity shown by Title I personnel in the 15 ESEA Title I schools of Hawaii District. Cooperation and active support of **evaluation** procedures were offered to the SWDRC from each school's Title I personnel.

This report was initially drafted by David C. Swanson, SWDRC Evaluation Specialist, under the supervision and direction of Robert T. Omura, Assistant Director and principal program consultant to the Title I schools. We believe that by the immediate implementation of the recommendations found in this report more effective and successful programs will continue to be developed throughout Hawaii District.

Jack T. Nagoshi, Director
Social Welfare Development
and Research Center
University of Hawaii, Manoa Campus

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EVALUATION

As all ESEA Title I programs are funded by the Federal government, they must satisfy its criterion of evaluation. This assessment process consists of examining the needs of students and teachers, observing classroom activities, gathering data, and recommending more efficient alternatives. The purpose of evaluation is not to prove, but to help improve. The evaluation procedure requires measurement of academic gains and those characteristics frequently associated with academic gains. Through accurate measurement the observations and assessments become more significant and the recommendations more viable.

Statistical data gathered for evaluation isn't used as proof, but as a reliable indicator of the extent and direction of program success. Such measurement is used to suggest more effective approaches to greater program implementation. When achievement occurs in the classroom, it can be measured and associated with the classroom environment which influenced pupil behavior and produced achievement.

To determine reliable data it must be empirical, objective, quantitative, and behavioral. Evaluation must not be based upon opinion, bias, or subjectivity, for the recommendations arising from them would be of limited value. Data must be systematically gathered, carefully examined, and interpreted in light of the year's ongoing activity within the classrooms. From this research arises the basis of evaluation, and through evaluation, new knowledge is gained. With this increased understanding new techniques and approaches are recommended, alternative procedures and materials are suggested, and innovative methodology is introduced.

HAWAII DISTRICT PROGRAMS

The 1974-75 ESEA Title I programs of Hawaii District consisted of five basic types. These were:

Project	Programs	NUMBERS OF Personnel	Pupils
1) Reading Resource Rooms	15	30	566
2) Tutorial*	4	8	80
3) Hilo Reading Clinic	1	4	53
4) Preschools	2	4	41
5) Alae Operation Live-In	1	5	21
Total:	23	51	761

The SWDRC initiated evaluation services to the 23 Hawaii District ESEA Title I projects at the beginning of the 1974-75 academic year. In addition to frequent visitations, observations, and discussions with the Title I staff, the third party evaluation consultants implemented several procedures for collecting statistical data. Fundamental to the Reading Resource Rooms, Alae Operation Live-In, and the tutorial projects was the PEABODY INDIVIDUAL ACHIEVEMENT TEST.** Also used by the 15 reading projects, and Alae, was a pre-post ESTIMATE OF PUPIL BEHAVIOR administered by the project teacher and regular classroom teachers of Title I schools. The number and kinds of contacts made between the project teachers and parents was also recorded.

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* Some of the RRR projects incorporated peer or cross-age tutoring activities as an integral teaching-learning strategy.

** Dunn, Lloyd M., & Markwardt, Frederick C. Jr., Peabody Individual Achievement Test, American Guidance Service, Inc., Circle Pines, Minnesota, 55014, 1970.

Statistical data from the Hilo Reading Clinic was primarily drawn from the WIDE RANGE ACHIEVEMENT TEST, the GATES-McGINITIE TEST, and the SPACHE TEST. Additional information was also obtained from the pupils' regular classroom teachers. Data from the two preschools was gathered from the pre- and post-testing, using the TEST OF EXPRESSIVE LANGUAGE and the PRESCHOOL CHECKLIST FOR BASIC SKILLS.

The observations and recommendations made in this report are provided to promote the development of more effective programs in the coming years. The long-range development of efficient and effective remedial programs was the aim of the evaluation services provided to these Hawaii District Title I programs.

ESEA Title I Project Components

READING RESOURCE ROOMS

Hawaii District supported 15 ESEA Title I Reading Resource Rooms during the 1974-75 academic year. While these projects were located throughout the island of Hawaii, their goals and objectives were similar: to effectively instruct underachieving pupils in the areas of language arts and reading improvement. The major objective was to instruct and motivate the pupils so that their learning rate would be greater than .1 per month in reading recognition and reading comprehension.

With pupils selected for the programs first by their low test scores on standardized reading tests and secondly by teacher referral, each project was designed to offer pupils supplemental help which they could not receive from their regular classes. Special instructional materials and teaching devices were available to each program, and each utilized the services of an educational assistant. All projects, to varying degrees, developed an organized and generally efficient use of classroom space. Motivational techniques, such as positive reinforcement - tangible and social - and free time activities, were used in the classroom management of all projects. In a few cases, however, this approach was only touched upon, while in other classrooms the motivating factor was a well developed and integral part of the pupils' daily activities.

TUTORIAL PROJECTS

While several Reading Resource Room projects also implemented a tutorial approach to instruction, there were four distinct Title I programs specifically designed to utilize the tutorial strategy. These were the

remedial support services project at Kapiolani School, and the Operation Tutor projects at Hilo Intermediate, Pahala Elementary, and St. Joseph Schools.

All programs, except Pahala Elementary, involved the tutorial help of part-time certified teachers. (The project at Pahala Elementary School utilized the services provided by two students from Kau High School.) These professional tutors provided approximately 80 children with individual and personal help in reading and language arts. Like the Reading Resource Rooms, individualized instruction occurred on a daily basis, with the behavioral and academic objectives also being similar.

HILO READING CLINIC, PRESCHOOLS, & ALAE OPERATION LIVE-IN

The Hilo Reading Clinic, funded by ESEA Title I and the State Department of Education, offered remedial services to specially selected pupils from numerous schools in the Hilo area. The Reading Clinic first began operating during the 1968-69 school year and has continued to maintain a high standard of expertise and productive remediation for Hilo's most severe cases of underachieving pupils. The project was supported by three clinicians and one full-time EA, who served fifty-three pupils.

Two preschool programs were conducted in Hawaii District during the past academic year. Both programs were in Kona, one at Holualoa and the other at Honaunau School, with each designed to serve twenty preschoolers. The parents of these children all requested that their children be allowed to participate in the program. Both preschool projects were organized and designed around the concept of providing these children with the opportunity to gain the necessary social and academic abilities required in kindergarten and the early elementary grades. Such abilities as socio-emotional,

psychomotor, cognitive, and language development were the focus for these preschool projects.

The Alae Operation Live-In project near Hookena School served twenty-one pupils whose families reside in Milolii. Supervising the eleven boys and ten girls were a part-time supervisor and four part-time para-professional assistants. The boarding home was initiated as a Title I project in February of 1968, for the purpose of providing Milolii children additional academic help, recreation, better nutrition, and increased knowledge of the world around them. The project also permitted the children to overcome the necessity of traveling the great distance between Hookena and Milolii twice each day. A particular advantage that Alae offered to its residents was that of providing them with a greater understanding and appreciation of the Hawaiian culture. The staff and residents of Alae have always exhibited pride in their musical ability and Hawaiian heritage.

DATA ANALYSIS

Reading Projects:

The Peabody Individual Achievement Test (PIAT) was administered to each Title I pupil as a pre- and post-test measure of their achievement. The changes between these two sets of scores presents an overview of the scholastic attainment of the pupils. This test provides a wide-range measure of achievement in the areas of mathematics, reading, spelling, and general information.

All test data from the PIAT are presented in average monthly gains in grade equivalent scores. The primary objective of the 15 Reading Resource Room projects was for the pupils to achieve an average grade equivalent score greater than .1 per month in reading recognition and reading comprehension. Achieving less than .1 per month would suggest that the pupils were falling further behind their peers, and a .1 per month rate of achievement would indicate they were falling no further behind than where they were at the beginning of the academic year. A fifth grader's grade equivalent scores of 3.7 in September and 4.7 in May would imply that, after a year's work, he is still over one year behind the typical pupil in his actual grade placement. For remediation to be successful the academic gains must be greater than those made by other pupils.

Another way of understanding the average monthly gains in reference to the .1+ per month objective is to view the data as month-per-month gain. A project's pupils who achieved a .13 average monthly gain in effect achieved one and three-tenths months for each month of the academic year, thus gaining .03 per month in addition to the .1 per month required of the grade level as a whole. In this case, the Title I project whose average monthly gain was .13 attained an achievement rate of one year in maintaining

the pupils ability commensurate with that of other pupils in his grade, and three-tenths of a year in remediation. At the end of the year the pupils were, on an average, three-tenths of a grade level closer to functioning "on average." This theoretical group of pupils, therefore, were not only keeping up with other pupils but decreasing the gap between their academic ability and that of other pupils.

While grade equivalent scores are relatively easy to understand, they should not be accepted as proof or absolute fact. Testing error by the test administrator may result in scores which are neither accurate nor reasonable. The standard error of measurement (reliability) and standard error of estimate (validity) of the test may also contribute to scores which are not perfect representations of true achievement. All derived scores, like these grade equivalent scores, are approximations of the true score. When an individual attains a 2.3 grade equivalent score it is not proof that he is functioning at exactly that level. Such test scores are used in this report to suggest trends and patterns of progress which may occur within the instructional approach implemented by the various Title I programs.

These PIAT scores, like all achievement test scores, represent the ceiling achievement - the pupils' upper limit of ability. An independent functioning level may be within a range of half a year to one full year below the given score. It is for this reason that such grade equivalent scores should not be used for diagnosis or prescription of individual instruction.

Table 1 presents the pupils' average posttest scores on the five PIAT subtests. All posttest data from these 15 Reading Resource Room projects were determined from the May, 1975, administration of this individualized achievement test. Also provided in the first table are the number of pupils

who were actively involved in each project for at least five months prior to posttesting.

Table 2 provides the information on which the programs' specific objective of "achieving greater than .1 per month in reading" can be measured. Such grade equivalent score statistics, however, must be accepted with caution, with scores of less than .1 not confirming that a program was less effective than others with scores somewhat higher. As these scores of grade equivalency are based upon the number of months in the school year, they are determined from the pre- and post-test scores and the number of months between such test administration. Those programs which selected pupils who had been in Title I the previous year used the pupils' earlier posttest scores as the pretest standard, thus increasing the number of months between pre- and post-testing. Reading Resource Room projects which were new during the 1974-75 academic year (with pre-post testing limited to eight months beginning in September, 1974) often tended to show higher "monthly" scores than did those older programs with a significant proportion of pupils repeating the program for a second year.

Generally then, the six of eight projects (indicated by an asterick on Table 5) that achieved the least gain in reading improvements all had similar characteristics which may have accounted for their current results: each project was a continuing reading project from the previous year which meant that a good portion of their pupils were "repeaters" thus further resulting in longer intervals between the pre- and post-tests; and each also served more grade levels (average of 5.25 grade levels served as compared to 3.9 grade levels served for the remaining nine projects). This phenomena should be reduced next year since all projects will be continuing and no new reading projects are anticipated.

This statistical aspect to evaluation only reduces the possibility of comparing one Title I project with another - something which is not reasonable in the first place. Each project was independent of all others, each was unique to its own community and served its own pupils of differing ability and grade level. For this reason alone, evaluation is not based on comparability. Of the 15 Reading Resource Rooms, and two reading subtests, the objective of achieving .1+ was met and surpassed by 73% of the programs.

The number of Title I pupils is shown in Table 3. Statistics indicate pupils by grade level, and the percentage distribution of pupils by grade level throughout Hawaii District. With 566 pupils in the 15 Reading Resource Rooms, the typical project enrolled approximately 38 pupils. The typical pupil was in the seventh month of his fourth year in school.

Table 4 presents the average monthly gain in grade equivalent scores from PIAT reading subtests by grade level. The data is similar to that of Table 2, except these scores reflect only the two reading subtests (combined, then averaged). The District Averages, which are weighted by the number of pupils per grade level per project, show that academic achievement was relatively dispersed throughout the seven major grade levels. (Grade 9 included only three pupils.) That the pupils in the seventh grade achieved a learning rate greater than other grade levels was primarily due to the influence of the successful Hilo Intermediate program, of which almost 70% were seventh grade pupils.

Table 5 indicates, in rank order, the gain in months of lessening underachievement in reading. The typical pupil in the Mt. View project was achieving (could function) at a grade level 17 months lower than his regular classroom peers of the same grade placement. With the number of months

during the program (not between pre- and post-testing) considered, these same pupils were only eight months behind their peers in May. In the eight month period they gained 17 months, achieving a net gain of 9 months in reading achievement. Similarly, the Hookena and Honaunau projects achieved eight months during the eight month program, which for pupils previously underachieving is also a significant gain.

Table 6 examines the average gains per month on the reading subtests of the pupils repeating Title I programs and of those pupils new to Title I during the 1974-75 academic year. All projects are exclusively those of Reading Resource Rooms during the 1973-74 and 1974-75 school years, with 36% of the second year's pupils also having been enrolled in Title I during the previous year. The data confirm the reason for these pupils being once again selected as Title I participants, i.e., their greater need for supplemental educational services. Although involved with the respective Reading Resource Room project for two consecutive years, the "repeaters" (those selected due to previous lack of sufficient achievement) continued to learn, during the second year, at a rate slower than the pupils new to such programs.

One such explanation to this situation was identified in a previous research effort conducted by the SWDRC (SWDRC Reports #100, 1972; and #121, 1973) when it was determined that underachieving pupils tended to learn at a greater rate when first exposed to remedial instruction than during the second year or period of instruction. "...students at ------- School have been out of regular school for a while (or not actively learning, as is the case with many non-achieving remedial reading pupils) and thus re-learn the once familiar material after initial entrance (to remedial instruction). This would account for their dramatic ...gains in the first month or two

(or first year) and much slower progress after (that) ...when they are more likely to be exposed to new material ...(or new reading skills).

Data of the Hilo Reading Clinic's posttest results is shown in Table 7. With the Gates McGinitie Test the information is provided for both sexes and by grade level. Table 8 presents the posttest scores on the PIAT subtests for the tutorial and support service projects. These include the Kapiolani Remedial Support Service project, the Alae Operation Live-In, the St. Joseph School tutorial project, and the Pahala Elementary Operation Tutor program. The table immediately following, Table 9, indicates the average gain achieved per month by the pupils in these four projects. For reasons unable to be confirmed by the SWDRC, the gains made by the pupils involved in the St. Joseph School project are not justifiable, at this time, by the nature of the program.

The average gains per month on the reading subtests by the tutors and tutees (of Reading Resource Rooms) is provided in Table 10. All pupils indicated by this table were also enrolled as pupils in the Reading Resource Rooms. Approximately 60% of these programs within the District implemented a tutorial component to the teaching methodology, with one-fourth of all RRR pupils being involved as either tutor or turee. The data of Table 10 indicate that greater gain was achieved by the tutors than was made by the tutees. This effect has previously been shown in Title I tutorial projects, and can be understood in that tutors generally re-learn and master previously taught material while tutees are subjected to material which they meet for the first time.

Table 11 lists the pre-post improvement in behavior ratings provided by the pupils' teachers. In all cases except the second question of the Haaheo program, Title I teachers responded more affirmatively to their

pupils during the post behavior estimate than they did during the estimate made in September. This positive attitude by the project teachers is also reflected in the last three columns of Table 11, where the difference (disparity) between the Title I teachers and the pupils' regular classroom teachers is shown. In almost all cases the difference of opinion was greater at the end of the year than it was at the beginning of the school year. As the Title I teachers specialized in individualized instruction, behavioral management, individual diagnosis and prescription, and extensive parental involvement, their more affirmative attitude toward the pupils was demonstrated by this rating.

The pre-post increase of teacher-parent contact is shown in Table 12. The last two columns indicate the increased contact by the parents to the teachers, while the first six refer to the increased contact made to the pupil's home by the Title I teachers. All statistics, except those in parenthesis, are the percent of increase. Numbers in parenthesis indicate the actual number, plus or minus, of contacts, as such contacts were zero ("0") for either pre- or post-data and percentages could not be determined. While the percent of contacts by parents to teachers increased by 18%, the largest increase in contact by teachers occurred in the number of memos, letters, and information sent to the home. This type of contact was most frequently recommended by the SWDRC throughout the academic year as being the most efficient with a large number of pupils.

Preschool Projects:

Table 13 presents the pre- and psst-test results, and their differences, from the TEST OF EXPRESSIVE LANGUAGE which was administered to the pupils of the District's two preschool projects. Similar pre-post data from the

PRESCHOOL CHECKLIST FOR BASIC SKILLS is shown in Table 14. All statistics refer to the percent of correct responses per skill category, with the total score for each project being weighted by the number of items per category.

READING RESOURCE ROOM PROJECTS

Table 1

Pupils' Average Posttest Scores on PIAT Subtests

School	Math	R. Rec.	R. Comp.	Spell.	Gen. Info.	Total Score
Haaheo	3.8	3.7	3.5	3.2	3.1	3.5
Hilo Inter.	6.8	5.9	5.4	5.9	5.9	5.6
Hilo Union	4.1	4.1	4.2	3.6	3.6	3.8
Holualoa	4.7	4.2	4.2	3.7	5.0	4.2
Honaunau	4.8	5.1	5.0	5.3	4.9	5.0
Hookena	3.7	3.3	3.3	3.1	2.3	3.0
Kapiolani	3.4	3.7	3.2	2.9	3.3	3.2
Kaumana	4.9	4.4	4.2	4.4	4.2	4.2
Kealakehe	5.4	3.6	3.7	3.5	5.1	4.0
Keaukaha	3.7	3.7	3.6	3.4	2.4	3.2
Konawaena Elem.	3.9	4.1	3.3	3.4	3.9	3.6
Konawaena Inter.	6.2	6.5	5.4	5.4	5.4	5.5
Mt. View	4.4	4.6	4.0	3.5	4.6	4.1
Naalehu	3.5	3.7	3.4	3.2	2.8	3.2
Pahala Elem.	4.3	3.9	3.7	3.5	4.1	3.7
District Average	4.5	4.3	4.0	3.9	4.0	4.0

READING RESOURCE ROOM PROJECTS

Table 2

Pupils' Average Gain Per Month on PIAT Subtests

School	Math	R. Rec.	R. Comp.	Spell.	Gen. Info.	Total Score
*Haaheo	.08	.11	.07	.06	.06	.07
Hilo Inter.	.29	.23	.22	.17	.23	.22
Hilo Union	.06	.12	.12	.06	.08	.09
*Holualoa	.06	.08	.08	.06	.10	.08
*Honaunau	.05	.08	.09	.13	.12	.10
*Hookena	.09	.07	.06	.07	.05	.07
Kapiolani	.08	.18	.11	.10	.11	.12
Kaumana	.26	.21	.16	.22	.32	.21
*Kealakehe	.13	.12	.11	.12	.12	.12
*Keaukaha	.09	.12	.11	.09	.06	.08
Konawaena Elem.	.15	.20	.12	.12	.23	.15
Konawaena Inter.	.11	.16	.08	.04	.04	.08
Mt. View	.21	.27	.18	.10	.34	.19
Naalehu	.14	.15	.11	.10	.10	.12
Pahala Elem.	.12	.17	.11	.09	.14	.11
District Average	.12	.14	.11	.09	.12	.11

READING RESOURCE ROOM PROJECTS

Table 3

Distribution of Title I Pupils by Grade Level

School	GRADE LEVELS								
	2	3	4	5	6	7	8	9	Total
Haaheo	6	6	7	10	6				35
Hilo Inter.						22	9	1	32
Hilo Union			14	12	9				35
Holualoa		5	6	8	13	7			39
Honaunau		5	8	9	10	8	7		47
Hookena	8	8	7	8	6				37
Kapiolani		7	17		5				29
Kaumana		2	3	14	10				29
Kealakehe	4	9	11	8	7	4	1		44
Keaukaha	5	11	12	11	6				45
Konawaena Elem.		12	18	8	8				46
Konawaena Inter.						24	16	2	42
Mt. View		10	7	7	7				31
Naalehu	11	15	12	7					45
Pahala Elem.			12	7	11				30
Total	34	90	134	109	98	65	33	3	566
% of Distribution	6%	16%	24%	19%	17%	11%	6%	1%	100%

Table 4

Average Monthly Gain in Grade Equivalent Scores from PIAT READING Subtests, by Grade Level

School	GRADE LEVELS							
	2	3	4	5	6	7	8	9
Haaheo	.18	.10	.08	.07	.05			
Hilo Inter.						.25	.15	.09
Hilo Union			.16	.11	.11			
Holualoa		.14	.10	.07	.07	.15		
Honaunau			.10	.12	.09	.16	.03	
Hookena	.08	.06	.04	.07	.07			
Kapiolani		.09	.17		.17			
Kaumana		.15	.14	.17	.18			
Kealakehe	.07	.10	.11	.19	.09	.09	.36	
Keaukaha	.09	.13	.10	.09	.15			
Konawaena Elem.		.19	.19	.14	.15			
Konawaena Inter.						.17	.14	.09
Mt. View		.19	.25	.28	.34			
Naalehu	.19	.14	.10	.08				
Pahala Elem.			.13	.12	.13			
District Average	.14	.14	.13	.12	.13	.19	.12	.09

READING RESOURCE ROOM PROJECTS

Table 5

Average Number Months of READING Underachievement

School	Sept. 15	May 15	Gain (Remediation)
Hilo Inter.	33	24	9
Mt. View	17	8	9
Kapiolani	21	14	7
Konawaena Elem.	20	13	7
Hilo Union	21	15	6
Kaumana	21	16	5
Naalehu	10	5	5
Kealakehe	21	17	4
*District Average	19	15	4
Konawaena Inter.	25	22	3
Pahala	23	20	3
* Keaukaha	13	11	2
* Holualoa	21	20	1
* Haaheo	14	14	0
* Hookena	14	14	0
* Honaunau	15	17	-2

* indicates projects with common characteristics - see narrative description for Table 2

READING RESOURCE ROOM PROJECTS

Table 6

Comparison of Average Gain Per Month on READING Subtests by Pupils Repeating Title I Programs and New Pupils

School	N	Repeaters	N	New Pupils	Difference
Haaheo	16	.07	19	.12	+.05
Hilo Union	12	.10	23	.15	+.05
Holualoa	12	.12	27	.09	-.03
Honaunau	19	.10	28	.11	+.01
Hookena	14	.06	23	.07	+.01
Keaukaha	21	.09	24	.13	+.04
Kealakehe	13	.07	31	.15	+.08
Konawaena Elem.	9	.13	37	.19	+.06
Konawaena Inter.	4	.08	38	.16	+.08
Naalehu	17	.08	28	.17	+.09
District Average	137	.09	246	.14	+.044

Table 7

Hilo Reading Clinic Test Results

Test		Grade Equivalent Scores			Average Gain Per Month
		Pre	Post	Increase	
Gates-McGinite Vocabulary		1.7	3.5	1.8	.20
Gates-McGinite Comprehension		1.1	3.2	2.1	.23
Wide Range Achievement Test (Reading)		2.8	4.4	1.6	.17
Spache, Independent Level		2.9	4.9	2.0	.22
Spache, Instructional Level		2.8	4.4	1.6	.17
	N				
Grade 3	9	.9	3.2	2.3	.26
Grade 4	27	.8	2.7	1.9	.19
Grade 5	11	1.6	3.4	1.8	.19
Grade 6	6	4.3	6.3	2.0	.29
Male	36	1.3	3.1	1.8	.20
Female	17	1.6	3.7	2.1	.22
Total	53	1.4	3.3	1.9	.21

Table 8

TUTORIAL AND SUPPORT SERVICE PROJECTS

Pupils' Average Posttest Scores on PIAT Subtests

School	# Pupils	Math	R. Rec.	R. Comp.	Spell.	Gen. Info.	Total Score
Kapiolani RSS	49	4.7	3.9	3.6	3.6	4.5	3.9
Alae Operation Live-In	21	3.8	3.5	3.5	3.9	2.6	3.3
St. Joseph	10	7.7	6.4	6.1	6.4	5.9	6.3
Pahala Elem. O.T.	5	2.8	2.3	2.9	2.3	2.9	2.6

Table 9

TUTORIAL AND SUPPORT SERVICE PROJECTS

Pupils' Average Gain Per Month on PIAT Subtests

School	# Pupils	Math	R. Rec.	R. Comp.	Spell.	Gen. Info.	Total Score
Kapiolani RSS	49	.15	.15	.10	.09	.22	.13
Alae Operation Live-In	21	.03	.04	.04	.10	.01	.05
St. Joseph	10	.38	.26	.23	.23	.15	.23
Pahala Elem. O. T.	5	.05	.07	.08	.02	.08	.07

READING RESOURCE ROOM PROJECTS

TABLE 10

Comparison of Average Gain Per Month on READING Subtests
by Tutors and Tutees

School	Tutors		Tutees		Difference
	N	Gain	N	Gain	
Hilo Intermediate	5	.53	5	.27	+.26
Holualoa	8	.13	6	.08	+.05
Hookena	5	.07	7	.03	+.04
Kealakehe	17	.13	12	.16	-.03
Kaumana	8	.19	21	.14	+.05
Konawaena Elem.	9	.16	11	.18	-.02
Konawaena Inter.	4	.28	9	.03	+.25
Naalehu	5	.24	7	.13	+.11
Pahala	5	.12	5	.20	-.08
District Average	66	.18	83	.13	+.05

READING RESOURCE ROOM PROJECTS

TABLE 11

Project Teacher Estimate of Pupil Behavior

School	Pre-Post Increase in Behavior Rating				Homeroom and Project Teacher Disparity		
	1	2	3	Average	Pre-Disparity	Post-Disparity	Difference
Haaheo	.2	-.1	0	0	1.0	1.2	- .2
Hilo Inter.	.6	.8	.9	.8	0	1.0	-1.0
Hilo Union	1.6	1.7	1.5	1.6	.4	1.2	- .8
Holualoa	.2	.4	.5	.4	.1	0	.1
Honaunau	1.7	.3	1.0	1.0	.3	1.0	- .7
Hookena	1.0	.5	1.1	.9	.1	.3	- .2
Hookena-Alae*	1.4	2.1	2.1	1.9	1.0	.4	.6
Kapiolani	.8	1.1	.7	.9	.1	.8	- .7
Kapiolani-RSS*	1.1	1.0	.8	1.0	.1	.2	- .1
Kaumana	1.2	1.3	1.6	1.4	.1	2.7	-2.6
Kealakehe	1.3	.4	.5	.7	.3	1.9	-1.6
Keaukaha	1.2	1.4	1.2	1.3	.6	.7	- .1
Konawaena Elem.	1.5	1.3	1.5	1.4	.2	.7	- .5
Konawaena High	.4	.4	.2	.3	.6	.9	- .3
Mt. View	.8	.6	.5	.6	.2	.3	- .1
Naalehu	.7	.7	1.0	.8	.3	.3	0
Pahala Elem.	1.3	1.4	1.3	1.3	0	.6	- .6
District Average*	1.0	.8	.9	.9	.3	.9	- .6

*For comparative purposes among Reading Resource Rooms, the District Average does not include data from Alae Operation Live-In or Kapiolani School's Remedial Support Service project.

READING RESOURCE ROOM PROJECTS

Table 12

Rate of Pre-Post Increase in Teacher-Parent Contact*

SCHOOL	Home Contact	School	Telephone	Memos etc.	Other	Total	Parent Initiated	
							# of Parents	# of Contacts
Keaheo	0	+13%	+158%	-56%	0	-49%	+25%	+19%
Hilo Intermediate	-33%	+263%	+103%	-57%	-85%	-31%	+14%	+4%
Hilo Union	0	-63%	+56%	+70%	-29%	+27%	+160%	+467%
Holualoa	0	-83%	(-5)	-10%	0	-12%	-23%	-14%
Honaunau	0	(-51)	+67%	+25%	(-35%)	-17%	-64%	-43%
Hookena	+4%	-38%	+324%	+225%	0	+199%	+200%	+600%
Kapiolani	-33%	+29%	-77%	+60%	-63%	+88%	(+6)	(+6)
Kaumana	0	(-25)	-59%	+08%	0	-06%	+07%	+105%
Kealakehe	-12%	-34%	-58%	-32%	-23%	-33%	0	+02%
Keaukaha	0	-46%	+107%	+69%	0	+40%	+257%	+660%
Konawaena Elem.	(-2)	0	-55%	+21%	0	+17%	-95%	-97%
Konawaena Hi. & Int.	0	+6%	+23%	+180%	0	+138%	-55%	-66%
Mt. View	+200%	+84%	+85%	-37%	+500%	-15%	+33%	+91%
Pahala	0	(+9)	-3%	+80%	(+30)	+102%	+100%	-57%
Naalehu	0	-46%	+67%	+252%	0	+204%	-34%	-23%
District Average	+03%	-21%	+33%	+41%	-33%	+31%	+01%	+18%
District %	1%	9%	9%	77%	4%			

* Figures in parenthesis represent actual increase in number of contacts, not percent.

PRESCHOOL PROJECTS

Table 13

Pre-Post Test Results from Test of Expressive Language

(HAWAII)

School	N	Ave. Age (Mos)	Norm Score			Ave. Score Per Pupil			Percent Correct		
			Pre	Post	Diff.	Pre	Post	Diff.	Pre	Post	Diff.
Holualoa	20	58.7	104	122	+18	33.9	58.8	24.9	45.2	78.4	33.2
Honaunau	21	58.9	104	123	+19	33.7	57.0	23.3	44.9	76.0	31.1

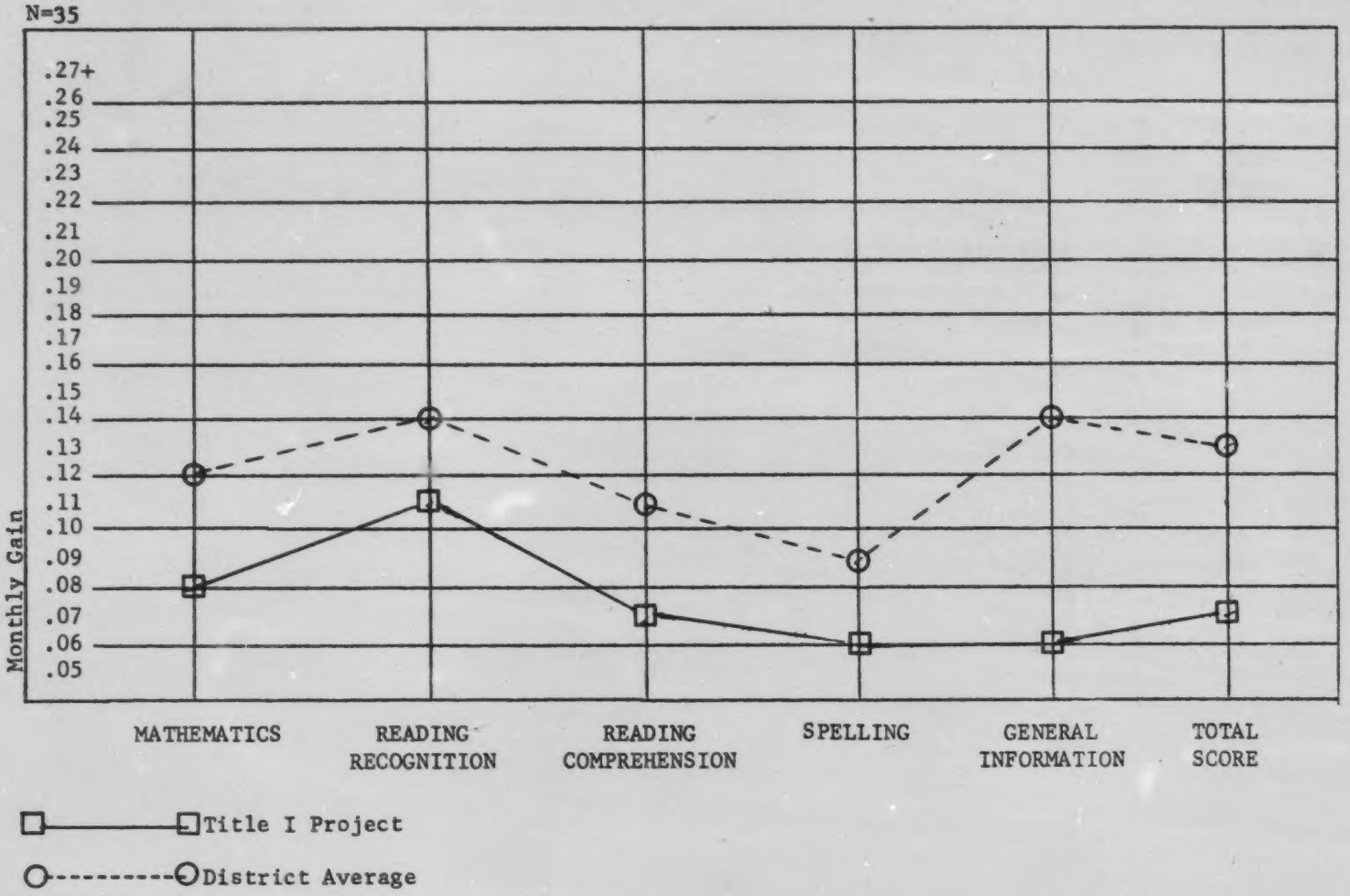
Table 14

Pre and Post Test Results from Preschool Checklist for Basic Skills

Item	HOLUALOA			HONAUNAU		
	Pre	Post	Diff.	Pre	Post	Diff.
Colors Identified	42	93	51	33	95	62
Colors Named	32	90	58	42	98	56
Numbers Identified	19	85	66	72	99	27
Numbers Named	36	82	46	13	88	75
Shapes	26	93	67	7	93	86
Locomotive Skills	44	90	46	84	98	14
Other Skills	37	86	49	54	94	40
Alphabet:						
Upper Identified	13	83	70	1	93	92
Upper Named	13	76	63	1	93	92
Lower Identified	9	78	69	0	93	93
Lower Named	9	69	60	0	93	93
Following Directions	48	87	39	79	100	21
Total	23	82	59	23	94	71

HAAHEO ELEMENTARY SCHOOL

Comparison of Average Monthly Gain on PIAT Subtests between Title I Project and District Average



HAAHEO

The ESEA Title I Reading Resource Room at Haaheo School consisted of 35 pupils from grade levels two through six. The classroom was efficiently arranged with furniture clusters in the middle of the room and instructional materials/teaching devices along the walls. Sufficient diagnostic, decoding, and comprehension materials were utilized throughout the academic year.

Behavior management and contingency contracting techniques were implemented, though individual contracts more specific in work detail - and less generalized reinforcement - would have been more effective. While achievement certificates were occasionally sent to the home these too could be more efficient with increased individuality. Of special significance was the ability and role provided by the educational assistant. The project teacher and EA interacted in a well organized and effective manner.

While 85% of the pupils' parents responded to interview questionnaires, the recorded input was frequently inconsistent per questionnaire, and generally indicated that parental understanding of program activities and classroom procedures was slight. Most parents hadn't visited the school in a long time, yet suggested they were interested in doing so. Lack of babysitting service was their greatest handicap to visiting the RRR project.

The PIAT test data from these 35 pupils indicate their reading rate of learning to be just less than .1 per month. (sig. .0005, $t = 10.12$, $df = 33$.) From the second through the sixth grade, each succeeding grade level achieved less than the preceding one. The Haaheo RRR staff should implement uniform and efficient instructional/reinforcement methodology for all grade levels.

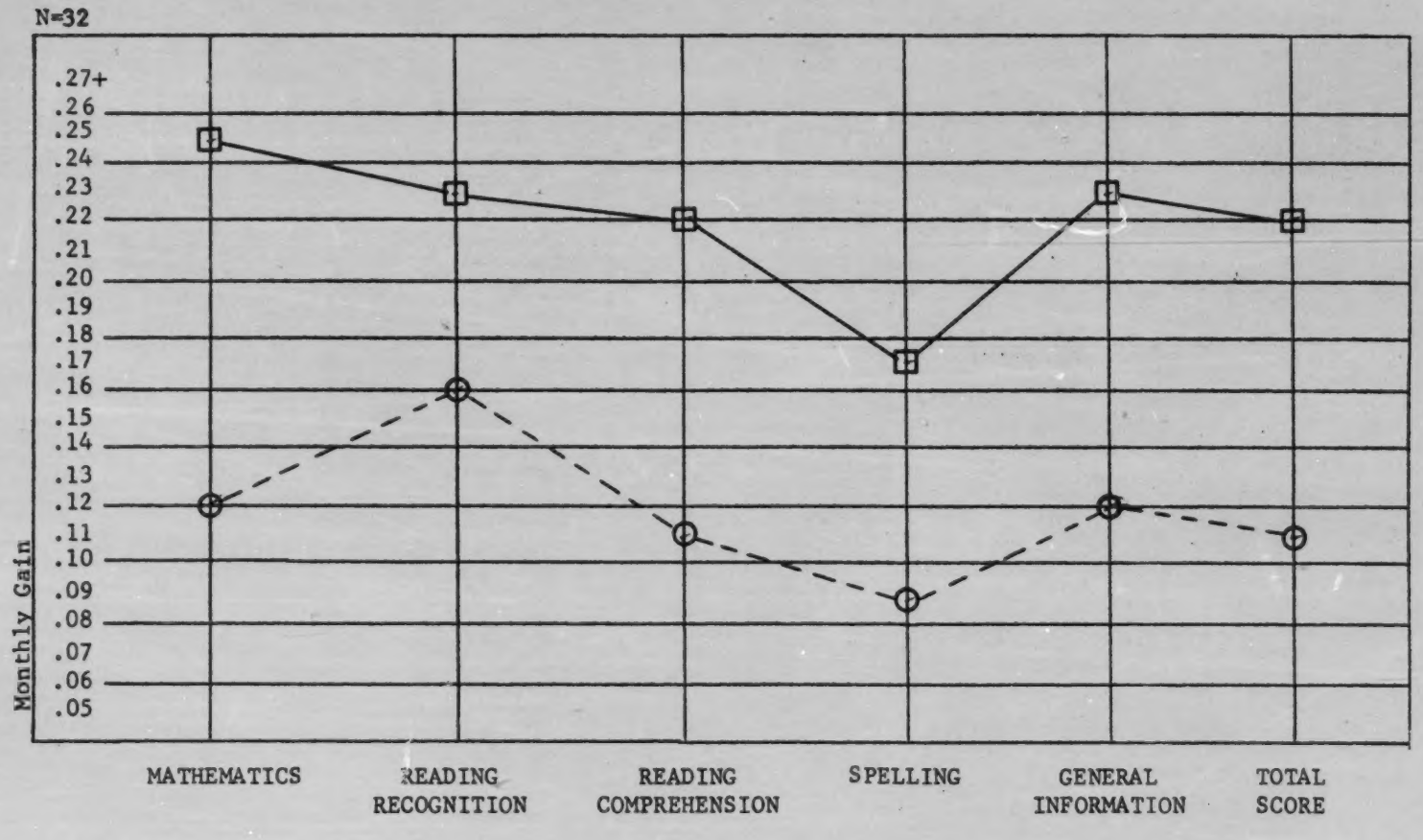
While this Title I project achieved approximately one month gain per calendar month in reading, the 16 pupils repeating the program achieved

considerably less. If these many pupils, almost half of all participants, need to repeat Title I for a second year, then a well organized tutorial component would have been of considerable help. This, however, was not used.

The Estimate of Pupil Behavior showed no change in the attitude of the project teacher toward these pupils, and very slight pre-post difference between the Title I teacher and the pupils' other classroom teachers. Similarly, the overall contact initiated by the teacher to the home was less during the second half of the school year. (The project teacher was on maternity leave for some of this time.) Contact from the parents themselves, however, did show an increase at a rate just above the District average.

HILO INTERMEDIATE SCHOOL

Comparison of Average Monthly Gain on PIAT Subtests between Title I Project and District Average



HILO INTERMEDIATE

Hilo Intermediate School's Reading Resource Room project involved 32 pupils in grades seven, eight, and nine, although 70% of them were in the seventh grade and only one individual in the ninth. The classroom arrangement of this Title I program, and the facilities provided, were excellent. With individual study carrels along two walls, a materials section, high strength activity area, enclosed storage closet, and clusters of tables and chairs, the classroom although cramped for space was efficiently and effectively used.

As a result, numerous academic activities were performed. Large group instruction, small group instruction, self-directed activities, and tutorial activities were included in the daily routine. The competent ability of the educational assistant and the vast extent of parental involvement are also highly commendable to the program. Especially significant to this Title I project was the well developed utilization of behavioral management, classroom control, and reinforcement techniques. Appropriate academic and classroom behavior was reinforced by specific and well defined weekly contracts, various certificates of accomplishment were given to the pupils, work could be done at home under parental supervision (for extra points), and individual letters were frequently written to the parents relating the successful progress of their son or daughter. The motivational system was effective and efficient, quick and detailed feedback to the pupils and parents was provided, parental involvement and their activities was outstanding, and the project teacher's follow-up of the pupils' classroom activities in other subject areas also helped to promote the high achievement results.

One hundred percent of the pupils' parents answered the parent involvement questionnaire during April and May. The responses repetitively suggested that the parents were well aware of the program's purpose and design. Parents frequently commented that the project staff was much more interested in the students, more helpful, receptive, and informative than were their children's other teachers. The Title I staff was apparently effective in making the parents feel comfortable and more at ease within their classroom. Most parents also indicated an interest in learning more about other school programs and how they, the parents, could be of more help to their child at home.

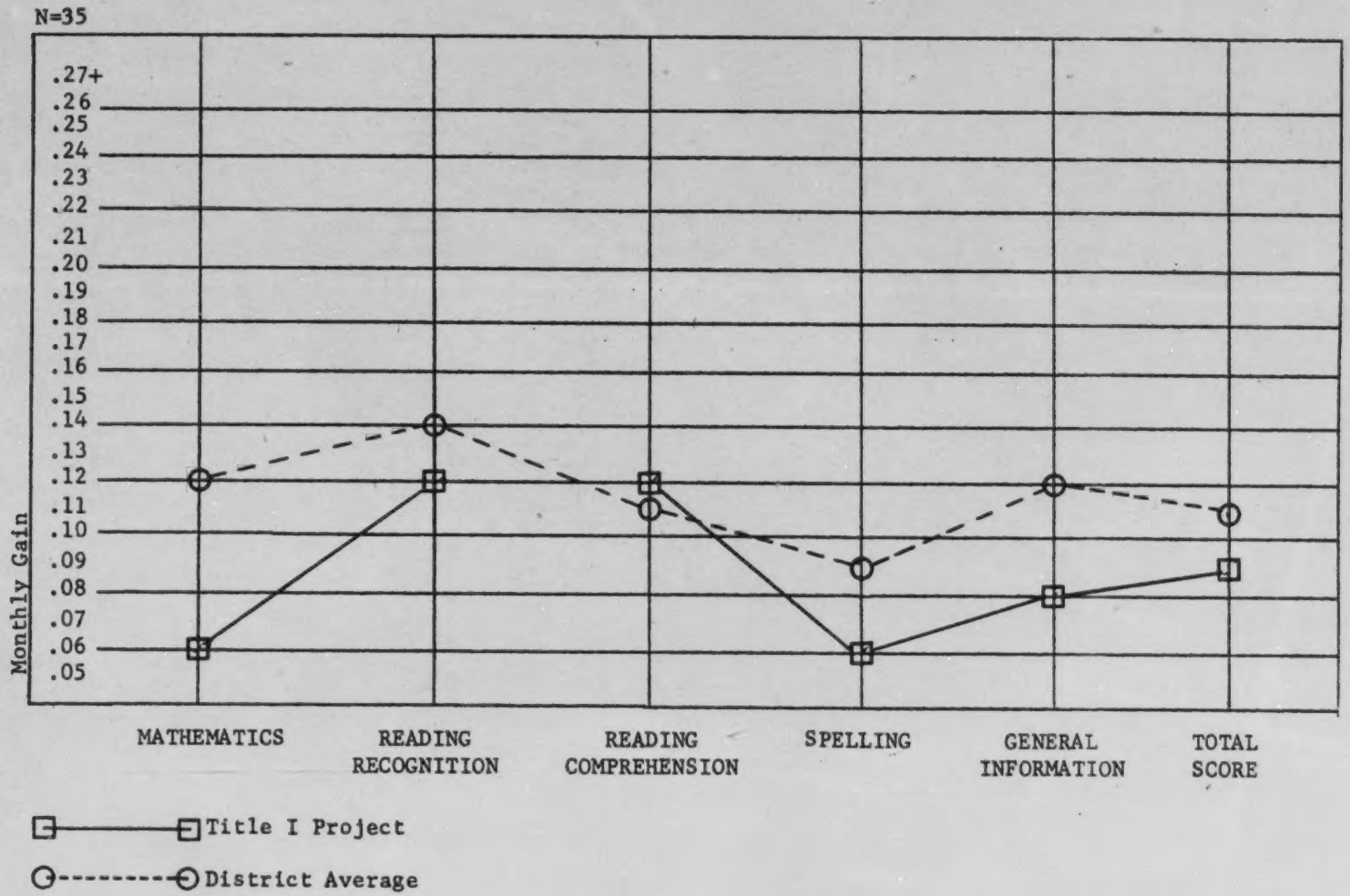
Test scores from the PIAT Reading subtests show an average gain of .23 per month. (sig. .0005, $t = 5.5$, $df = 28$.) While this learning rate is over twice the criterion objective of .1+, and reflects the typical pupil's progress, the seventh graders achieved an even higher rate. During the eight months of the Title I program, the children achieved 17 calendar months, highest in the District. With its intense tutorial component, the Hilo Intermediate RRR project helped its tutees to attain .27 gain per month and its peer and cross-aged tutors almost twice that rate.

The pre-post behavior rating by the project teacher improved during the academic year, as did the difference of opinion between her and the other pupils' teachers. There was no difference in attitude at the beginning of the school year yet considerable disparity in May, 1975. Statistics regarding the pre-post increase in Teacher-Parent contacts suggest that less contact generally occurred during the second half of the school year than existed from October to December. While this is true for the total number of contacts initiated by the teacher, the style and

efficiency of such contact increased throughout the year. Teacher-parent contact at school, for example, increased at a rate faster than it did in any other Title I project in Hawaii District.

HILO UNION ELEMENTARY SCHOOL

Comparison of Average Monthly Gain on PIAT Subtests between Title I Project and District Average



HILO UNION

The Reading Resource Room at Hilo Union School worked with 35 pupils from grade levels four, five, and six. The classroom was well decorated and comfortable, with appropriate furniture, instructional materials, and teaching devices arranged in an efficient and convenient manner. While floor space was relatively limited, the classroom and academic activities were separated into distinct areas for specific types of instruction.

This Title I project utilized numerous instructional activities via various programmed materials, including the Corrective Reading Program, the specific skills and Supportive Skill Services, SRA, and other standard reading instruction texts. The roles and functions of the teacher and educational assistant were clear and effectively implemented for greatest efficiency. Immediate feedback to the pupils was provided through an elaborate system of daily and weekly reinforcements, including the use of stars, points, charts of progress, and weekly contingency contracts with specific criterion to success. Special notices, certificates, and memos sent home also provided consistent feedback to the parents.

Parental involvement in the activities of the Hilo Union School Title I project was very extensive with approximately half of the parents involved. The questionnaires suggested that one-half of the parents had not visited the program and knew very little about its ongoing activities, while the other half were well informed and frequently attended Title I meetings and parties. Most of the parents, however, indicated considerable interest on the questionnaire, with special interest in learning more about school problems and school programs, and how they could further help at home with the child's studies.

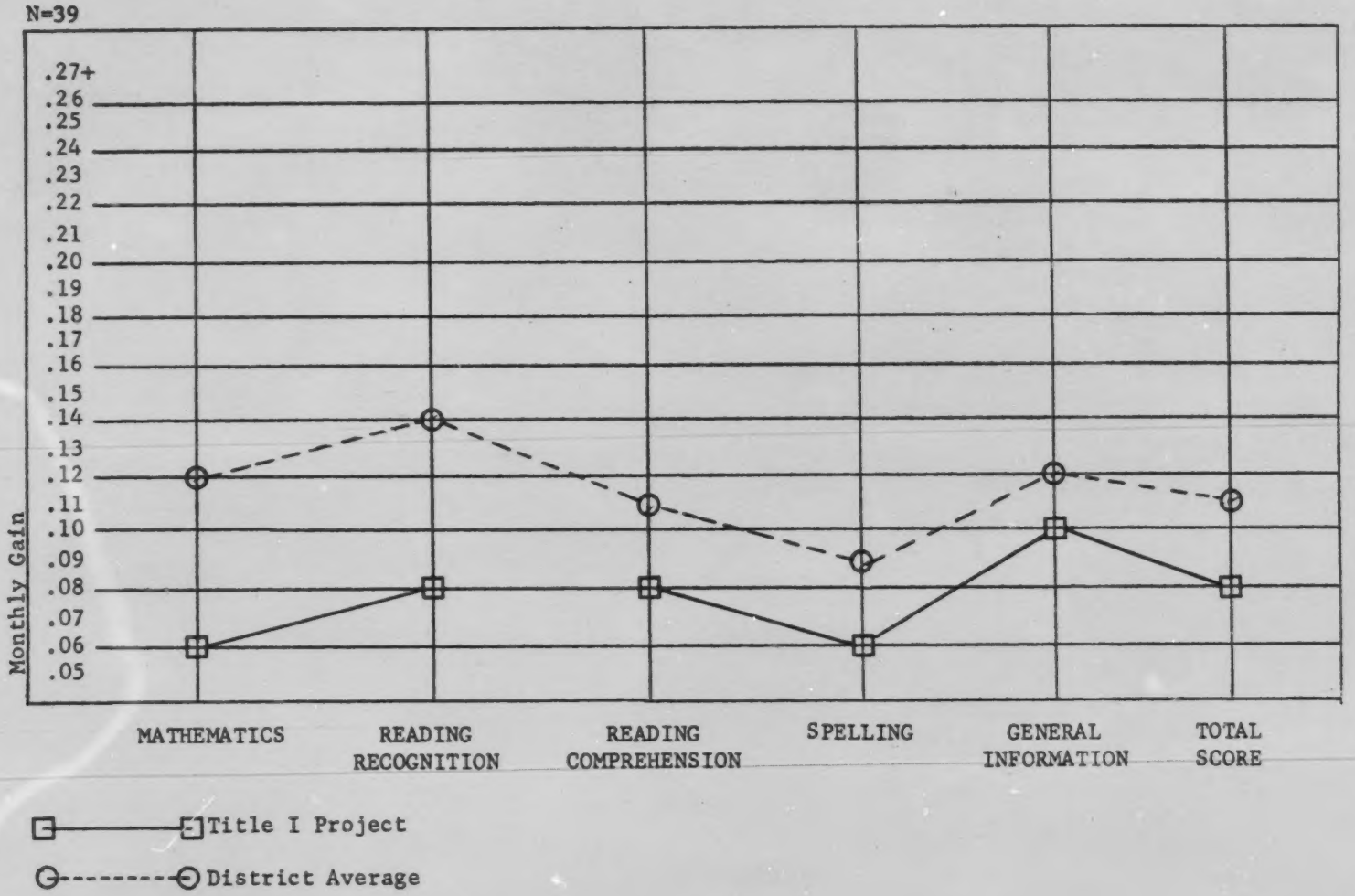
Pre-post administration of the PIAT test show that these 35 pupils achieved greater in the two reading subtests than in any of the others. (sig. .0005, t = 7.27, df = 33.) The objective of .1+ gain per month was met in both reading recognition and reading comprehension, and for all three grade levels. It was the fourth grade, also with the greatest number of pupils, which achieved the greatest reading gains. With 12 pupils repeating the project, achieving .10 per month, and 23 new pupils, attaining a gain per month of .15, the use of a tutorial component as supplementary strategy would probably have helped to raise this overall achievement to even higher gains.

The improvement in behavior rating by the project teacher was considerably greater for this project than it was, on all three questions, for any other RRR program. The difference of opinion between the Title I teacher and the other teachers was also greater at the end of the year than at the beginning, and also larger than the District average. This data suggested that the pupils' behavior (or the project teacher's opinion of it) improved while they were in the Title I classroom, but tended not to improve elsewhere. This result was probably due to the behavioral and contingency management techniques used in the motivational strategy.

The number of teacher initiated contacts with parents generally increased from October to April, with the greatest increase occurring in the number of letters, memos, and certificates of achievement sent home. Parental contact with the Title I program also increased at a rate substantially above that of the entire District. It was the intense parental contact by at least half of the parents of this Reading Resource Room project that largely contributed to its achievement in reading improvement.

HOLUALOA SCHOOL

Comparison of Average Monthly Gain on PIAT Subtests between Title I Project and District Average



HOLUALOA

The ESEA Title I Reading Resource Room at Holualoa School consisted of 39 pupils in grade levels three through seven. No consistent progression of reading achievement was evident from one grade to another, and nor was the number of pupils per grade level. The classroom was adequate and, with most instructional materials centrally located in the middle of the room, the student desks were placed around them. The classroom was also divided into specific areas of instruction, utilizing the chalk boards at opposite ends of the room.

Numerous types of decoding and comprehension skills materials were available and used, including the Corrective Reading Program, SRA, Specific Skills Series, and Ginn 360. The ability and competence of the educational assistant were very good, as well as the designated teacher/EA roles and functions. While more follow-up of pupils' activities in other classes would have been beneficial, the pupils' parents were frequently informed of the child's ongoing progress in the Title I class.

The behavioral management procedure implemented consisted of points given to the pupils for work performed. Such points were applied to the issuance of letter grades, and for the privilege of playing games. Contracting was made via grade level anticipated performance.

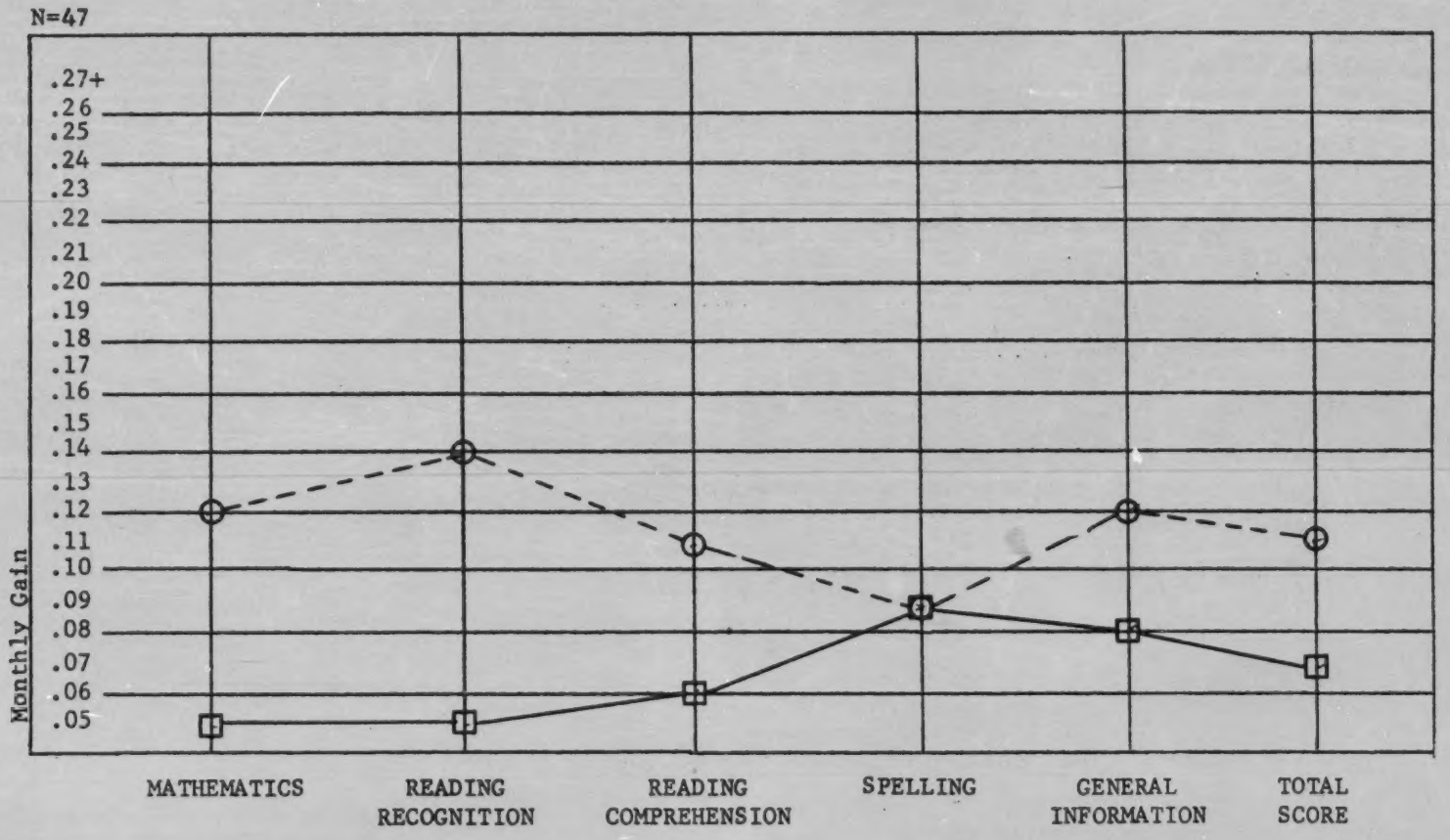
Despite the variety of parent involvement activities offered data provided through the responses from the parental questionnaires indicated a general lack of awareness of the project's purpose, activities, and specific objectives. Very few parents stated that they had had frequent contact with the program, with most indicating only slight contact and understanding. Most parents mentioned that they appreciate the project, and want to know more about the school's programs, problems, homework policy, and how they can help their children at home.

The Title I Reading Resource Room project at Holualoa School did not achieve a reading learning rate of .1+ for its average pupil. In both reading recognition and reading comprehension the gain was .08 per month, just short of the objective criterion. (sig. .0005, t = 7.0, df = 38) One reason for this (which is common throughout the District) is that the Holualoa project served five different grade levels, with the dispersion of effort (e.g., diagnosis, prescription, instruction, individualization, motivation, and evaluation) being decreased in precision per grade level. This project was the only one of Hawaii District in which the pupils repeating the program achieved greater gains than did the pupils new to the Title I project.

Very slight improvement occurred during the year in the project teacher's estimate of pupil behavior. A more precise system of behavioral management whereby classroom behavior (vs. academic behavior) is closely monitored and recorded would have helped to increase this pre-post rating further. This is further confirmed by the Title I teacher vs. regular classroom teacher difference of opinion, which during the academic year made no significant change. The frequency of contact from the teacher to the parents, and vice versa, was less during the second half of the 1974-75 school year than it was throughout the first half. This also contributed to the achievement rate gained by these Title I pupils.

HONAUNAU SCHOOL

Comparison of Average Monthly Gain on PIAT Subtests between Title I Project and District Average



HONAUNAU

The ESEA Title I reading project at Honaunau School during the past academic year involved 47 children during the last few months of the school year. (Five third graders entered the project too late for pre-post data to be sufficiently reliable for Table 4.) This Reading Resource Room had enrolled its pupils from grades three through eight, with most pupils from grades five and six, but no apparent progression of success from one grade level to the next.

The classroom, which was large and conveniently arranged, contained a variety of instructional materials and academic enrichment games. Electronic teaching devices were also available for student use. While intangible reinforcement was frequent, a more extensive and systematic behavioral management system (and contractual system) would have increased pupil performance. More feedback (e.g., wall charts, a detailed reinforcing events menu, and more information submitted to parents) to pupils and parents would also have enhanced the pupils' reading efforts.

Approximately 40% of the pupils' parents completed the questionnaire regarding their involvement and knowledge of the Title I program. These parents indicated only slight understanding of the RRR project, with most stating that they'd never visited the program. Very few comments were written where the questionnaire asked for comment, and such comments that were made (and responses in general) appeared highly "systematic" by the one or two parent interviewers. Such questionnaires, however, suggested that the parents were most interested in other school programs and how they might further help the children at home.

The PIAT test data from the pupils of this reading project suggest that their reading learning rate was slightly less than the .1+ per month

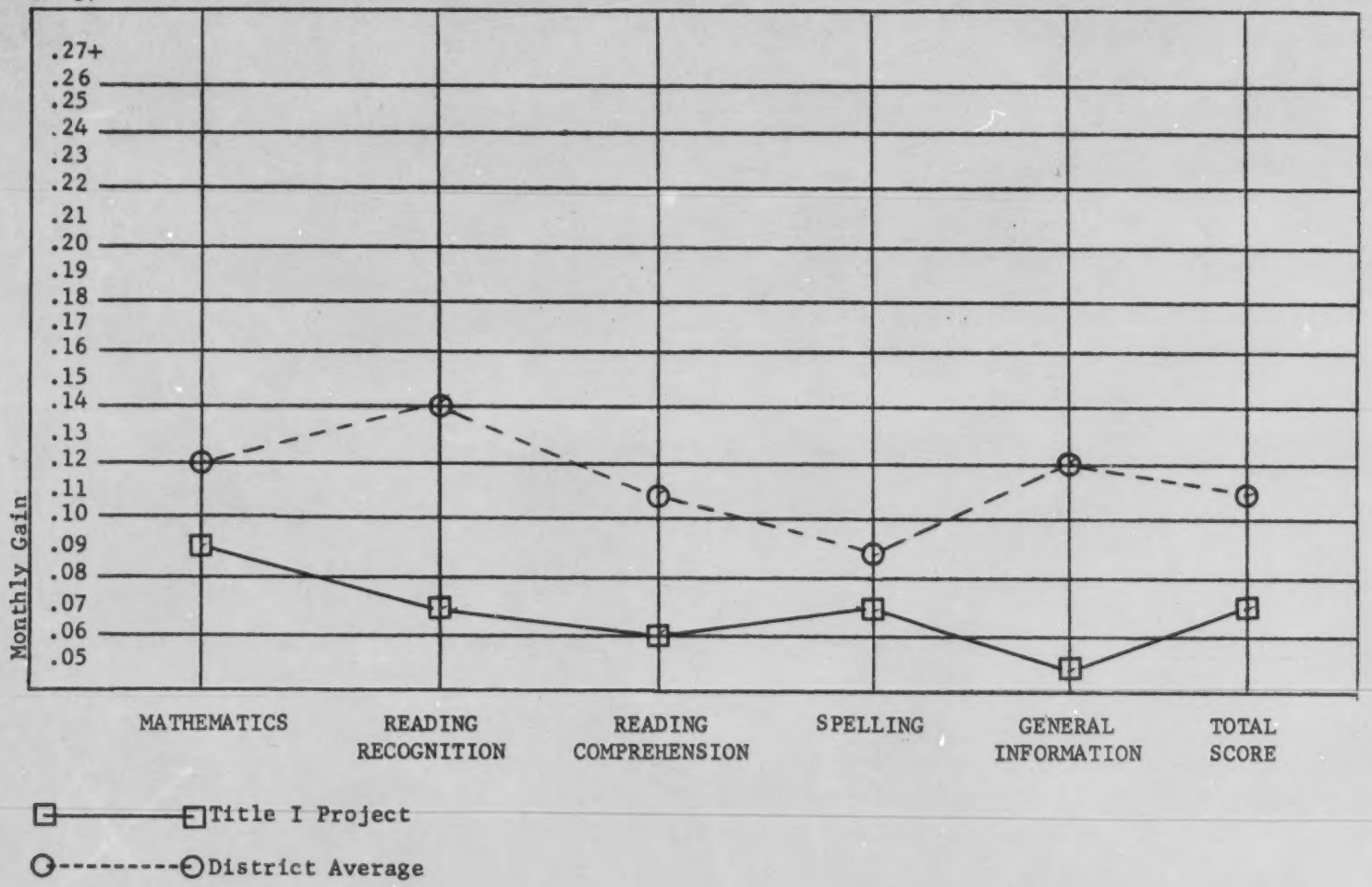
criterion as specified in the objective. (sig. .005, t = 3.28, df = 40.) The lack of additional academic success was primarily due to the facts that the program served six different grade levels, almost one-half of its pupils were repeating the Title I project (with repeaters tending to achieve less), no peer or cross-age tutorial component was evident, and the behavioral reinforcement system appeared to lack specificity and individuality.

The project teacher did, however, estimate,the pupils' behavior as having improved throughout the year. Such improvements closely matched the averages for Hawaii District. Teacher-to-parent contact, while increasing in some areas, generally tended to occur less frequently during the second half of the school year. The contacts which parents initiated were also considerably less during this time.

HOOKENA SCHOOL

Comparison of Average Monthly Gain on PIAT Subtests between Title I Project and District Average

N= 37



HOOKENA

The Title I Reading Resource Room at Hookena School served 37 pupils in grade levels two through six. The number of pupils in each grade level, as well as their reading achievement, were evenly distributed throughout the five grades. Although the Title I classroom was relatively small it was also well arranged with desks, chairs, tables, and book shelves. Instructional materials were centrally located in the room and convenient to all learning stations. Such materials primarily included SRA, the Corrective Reading Program, and Conquests in Reading.

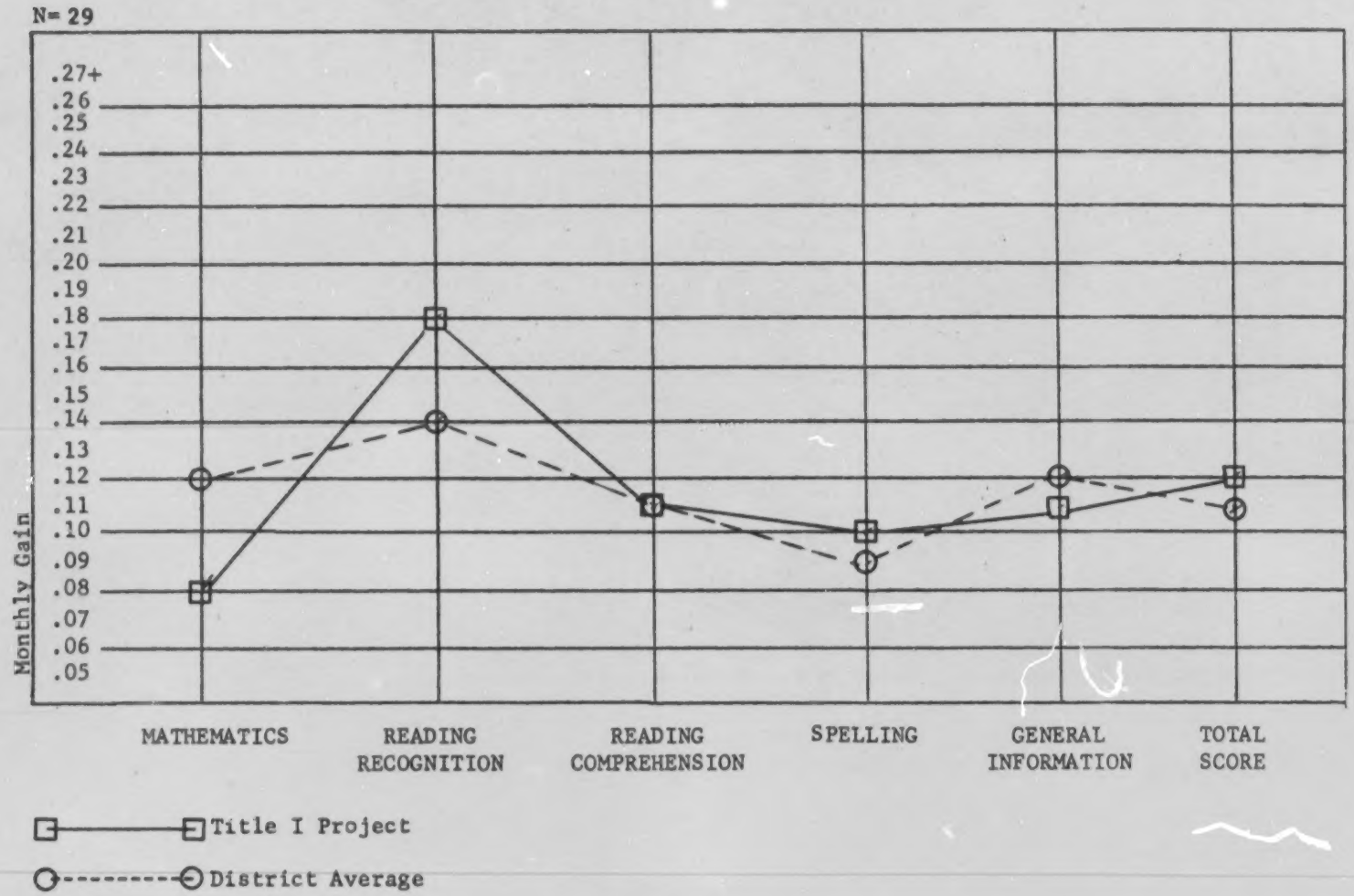
During the second half of the academic year this reading project at Hookena School had implemented a consistent and systematic behavioral management approach to instruction. Points and stars were awarded primarily on the basis of academic achievement through the Corrective Reading Program, with these being applied toward the purchasing of desired items (mostly handmade craft donated by parents) and academic grades received. This behaviorally reinforcing strategy, however, lacked specific refinement and individually prescribed contingency contracting. Only during the last few months of the school year did it become an effective instructional approach.

This Reading Resource Room project continued to improve with greater and greater teaching methodology and effectiveness throughout the academic year. Yet, due to its relatively slow initiation and progressive development, the yaar-end test results did not achieve the objective criterion of .1+ per month. Its pupils achieved one academic month per calendar month in reading achievement, while the pupils repeating this Title I project achieved considerably less and thereby lowered the overall average. The seven tutees also achieved only .03 per month, or much less than indicated by the .13 gain by tutees throughout the District.

The project teacher of this Title I program at Hookena School estimated that these pupils' behavior improved at a rate very similar to the rate also judged by other teachers throughout the District. This school's Title I teacher felt the pupil's behavior had improved, though other teachers considered the improvement to be less, with the pre-post disparity increasing. Contact from the teacher to the parents also increased in frequency throughout the academic year, as did the contact initiated by the parents toward the teacher and Title I project. Such parental involvement, instructional materials, and behavioral management as were evident at the end of the school year should be initiated immediately as the 1975-76 academic year begins.

KAPIOLANI ELEMENTARY SCHOOL

Comparison of Average Monthly Gain on PIAT Subtests between Title I Project and District Average



KAPIOLANI

The Reading Resource Room at Kapiolani School served 29 pupils in grades three, four, and six. Although relatively small the classromm space available was efficiently used by the arrangement of tables, chairs, and instructional materials. Small group instruction and frequent use of the blackboard were the most common teaching approaches. Also implemented was a unique self-help tutorial component through which pupils could ask for help from their classmates in areas they wanted help in.

The ability of the educational assistant and the compatible roles which the project teacher and EA performed are commendable. Each accepted the specific responsibilities for which their unique roles and functions were intended. While feedback to pupils and parents was good, with numerous letters, memos, and certificates of accomplishment provided, a more refined system of behavioral reinforcement would have been advantageous to the learning process. Points were issued for polite and pleasant classroom behavior, with such points also being awarded for academic work during the latter part of the school year. These points provided them with the privilege of learning macrame, crochet, carving, and other arts and crafts (all taught by the EA). Also highly commendable was the extent to which the project teacher, educational assistant, and pupils became involved in the mainstream of educational activity throughout the school. Title I pupils and their friends would return to the classroom during recess and lunch period to work on crafts. Openhouses for other teachers and pupils were held, and Title I artwork was frequently displayed throughout the school.

All of the pupils' parents responded to the parent interview questionnaire that was completdd during May. Most frequently they expressed their

appreciation of the program and for the teacher's informative and helpful explanations to them. The parents indicated they felt relaxed and comfortable when talking with the teacher or visiting the project. With the teacher and EA being easy to talk to and obviously understanding, many parents stated that they had frequently visited the Title I program, and most were generally aware of its purpose and ongoing activities.

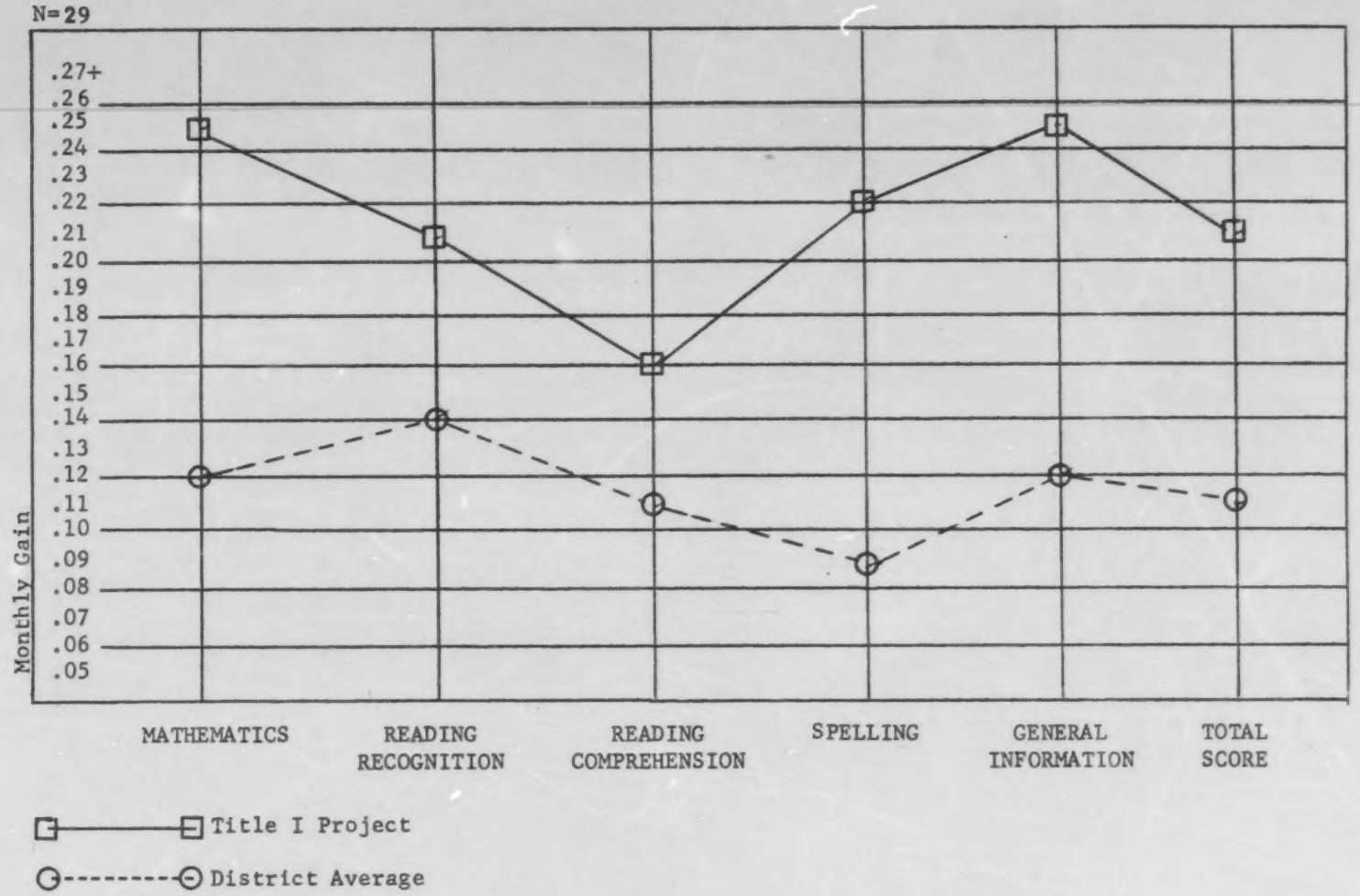
Data from the PIAT test administration indicate the success of this Reading Resource Room at Kapiolani School. (sig. .0005, $t = 9.51$, $df = 28$.) Greatest achievement occurred in the reading subtests, with .18 gain per month in reading recognition. The fourth and sixth grade pupils also achieved gains considerably greater than did the third graders. During the eight month period that the project continued the pupils achieved 15 months academic gain, or almost twice the rate expected of students in general. Data regarding the success of tutors and tutees was not available due to the nature of this project's unique tutorial component. Most of the pupils worked as both tutor and tutee at different times, and as this was largely left to the discretion of the pupils the teacher did not monitor their tutorial roles.

The project teacher's estimate of pupil behavior improved throughout the academic year. Although the increase for questions one and three were less than the District average, the gain in the second question (concerning social behavior and classroom cooperation) was greater than for the District. This effect was probably due to the fact that pupils were rewarded for thier polite social and classroom behavior.

Contact initiated by the teacher to the parents increased during the school year, with this occurring at the school and through the numerous feedback devices sent to the home. Similarly, contact from the parents also increased and reflects the developing concern of the parents throughout the academic year.

KAUMANA ELEMENTARY SCHOOL

Comparison of Average Monthly Gain on PIAT Subtests between Title I Project and District Average



KAUMANA

The ESEA Title I Reading Resource Room at Kaumana School consisted of 29 pupils from the third through sixth grade. Reading achievement was very good in all grade levels. The classroom was large, well equipped, and comfortable, being divided into a large group instructional area and several private study sections. Large and small group instruction and self-directed activity could occur simultaneously.

The Title I pupils were grouped homogeneously according to their reading abilities, with each group coming to the class on an innovative rotating schedule throughout the week. This program was entirely supplemental to the children's other academic classes. While each pupil would miss his other classes once a week to attend the Reading Resource Room, he was expected to complete the work required by every class. The grouping of pupils and scheduling of classes by this Title I program are highly exemplary and commendable.

Both the project teacher and educational assistant were competent and worked together through well defined roles and functions for considerable efficiency. Feedback of academic progress was informative and adequate to both pupils and parents. Information was frequently sent to the home regarding individual pupil progress and program activities, and several wall charts were developed (by the pupils) to indicate each child's progress in spelling, new words learned, and number of books read. Due to the nature of the rotating schedule, feedback to the pupils' other classroom teachers was also extensive and very commendable.

Parent involvement in this Title I program was also excellent. The parents indicated on their questionnaires that they were well aware of the purpose and daily activities of the program, and expressed a very positive

attitude toward the value of this project. All parents knew who the project teacher was and most indicated a willingness to visit the school and learn more about Title I activities.

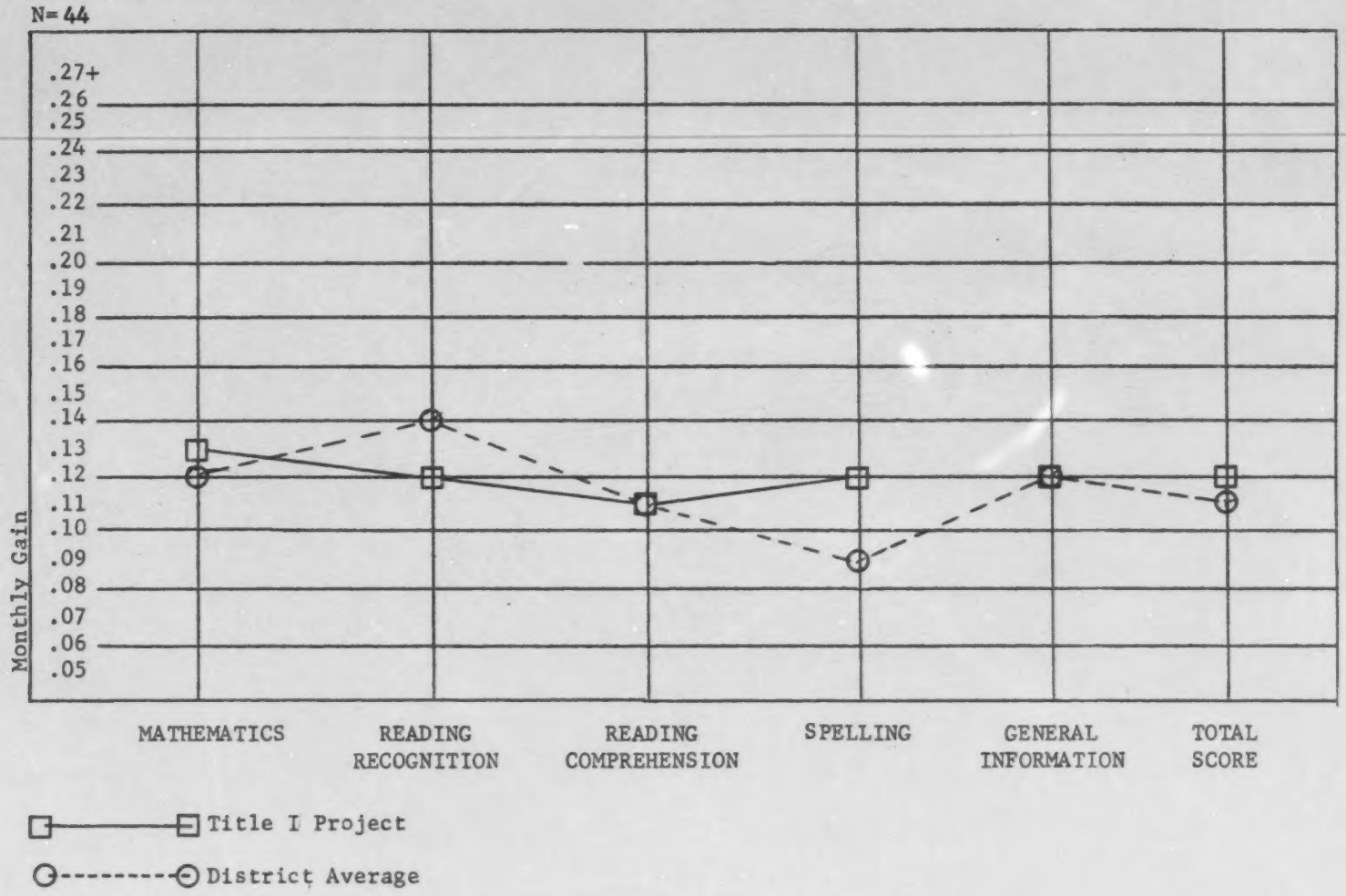
The 29 pupils of this Reading Resource Room achieved academic gains which were approximately twice the .1+ monthly objective. (sig. .0005, $t = 8.04$, $df = 27$.) Their .21 monthly gain in reading recognition was substantially above the District average and reflects the quality of instruction, classroom management, and parental involvement.

The Reading Resource Room at Kaumana School was also unique to Hawaii District in that all of its pupils were actively engaged in the tutorial component within the classroom. The eight tutors (with .19 monthly gain in reading) helped 21 tutees (with .14 monthly gain in reading), with such extra help occurring frequently.

The pre-post improvement in behavior rating by this project's teacher was one of the greatest in the District and well above the District average for all questions. The difference of opinion between the Title I teacher and the pupils' other teachers also increased during the year at a rate that was greater than any other Title I project. This effect was apparently the result of the project teacher's and educational assistant's ability to relate to the pupils in a personal and accepting manner. This also helped to contribute to the much more frequent contact that was initiated by the parents to this project throughout the school year.

KEALAKEHE SCHOOL

Comparison of Average Monthly Gain on PIAT Subtests between Title I Project and District Average



KEALAKEHE

The Title I Reading Resource Room at Kealakehe School involved 44 pupils in grades two through eight. For the seven or eight pupils attending per class period the room was too small. Student desks were too close together, with excessive noise and distraction often being unavoidable. An ajoining room, however, was used when teaching devices (e.g., Language Master) were required.

Instructional materials used for comprehension activities were the Specific Skills Series and SRA Reading Laboratory, while decoding and word attack activities used Dolch 220 and basic readers. The instructional methodology primarily consisted of small group instruction by the teacher and educational assistant. The classroom environment was not conducive to efficient group instruction.

Feedback to the pupils' parents, and parental involvement, were good. Memos and certificates of achievement were sent to the parents when individual pupil progress warranted it. A few parents occasionally visited the project, and one came frequently to help the teacher and/or educational assistant. Behavioral reinforcement within this project consisted of intangible rewards. Classroom management primarily involved the use of social and personal praise as rewards for coming to class and doing the requested academic work.

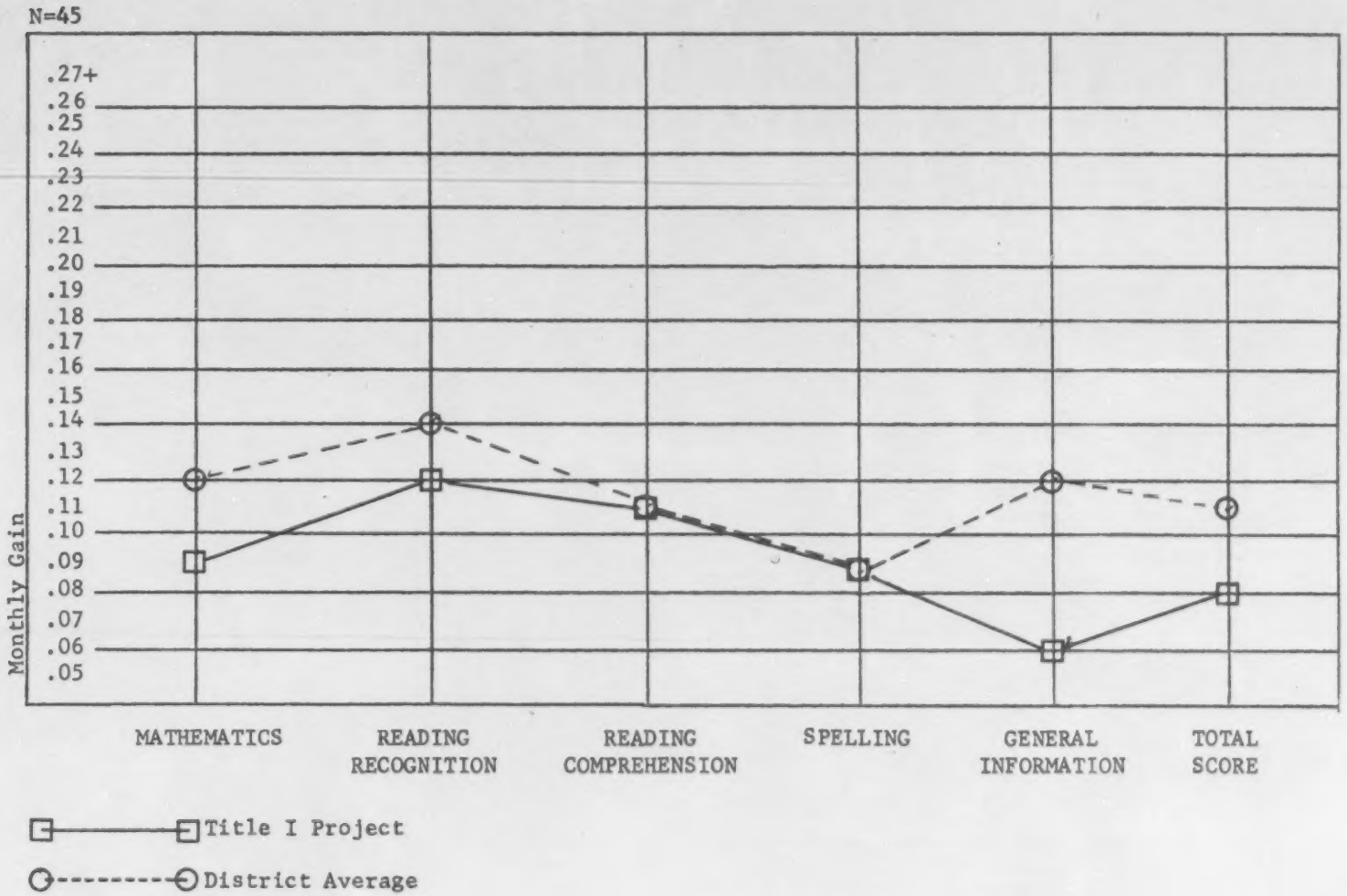
Seventy-seven percent of the parents responded to the questionnaire concerning parental involvement and they generally indicated that they felt the project teacher was helpful and understanding. The submitted questionnaires, however, were unusually systematic and consistent in the responses recorded, suggesting a direct influence from the one or two parent interviewers. One-fourth of the parents stated that they were knowledgable of the program's goals and daily routine, while others felt the purpose was "reading".

The pre-post PIAT scores from the Reading Resource Room at Kealakehe School show a monthly gain slightly greater than the .1+ per month criterion. (sig. .0005, t = 9.44, df = 39.) The average gain for the pupils' reading subtests was approximately .12 per month, although the one eighth grade pupil achieved an unusual .36 per month. This Title I project was unique in that it served seven different grade levels yet maintained its pre-post test scores at a level which satisfied the objective of .1+ per month gain in reading achievement. Also unusual was that the project's 12 tutees achieved greater reading gains than did its 17 tutors.

While the pre-post improvement in behavior rating by the project teacher was least in the areas of social behavior and classroom cooperation, the average increase was only slightly less than that of the District average. The difference of opinion between the project teacher and the pupils' other teachers increased considerably during the school year, being the second highest in the District. Parental involvement, however, was recorded as decreasing from the beginning to the end of the school year.

KEAUKAHA ELEMENTARY SCHOOL

Comparison of Average Monthly Gain on PIAT Subtests between Title I Project and District Average



KEAUKAHA

The ESEA Title I Reading Resource Room at Keaukaha School worked with 45 children in grades two through six. The classroom environment was very comfortable, the tables, chairs, and instructional materials well arranged. Individual pupil folders were conveniently located by the door, the materials were centrally placed in the middle of the room, and several areas of the classroom were designated as places of specific learning activities.

Teaching devices, SRA, Reader's Digest Skill Builders, and Conquests in Reading were frequently used, with small group instruction by the teacher and educational assistant also very common. Pupil self-direction in this Title I project was exceptionally noticeable. The children quietly entered the room, picked up their folders by the door, read their weekly contract card, and immediately began their individually prescribed work for the day - all the time being quiet, orderly, and working efficiently without the need for teacher direction. While small group instruction was frequent the pupils could, if the teacher was called away, immediately return to self-directed activity.

Also very commendable to this Reading Resource Room was the elaborate and effective system of behavioral reinforcement which was implemented. Three tokens could be earned each day for 1) following directions, 2) correct and neat work, and 3) working quietly. At the end of each day's class period the pupils would receive a stamped record (for permanent recording) equal to the number of tokens received. Along with praise and encouragement from the teacher and EA for the pupil's good work, these daily tokens served the purpose of daily reinforcement.

By saving the tokens the pupils could purchase a tangible reward of their choice each Friday, according to the number of tokens saved and the cost of each item on the reinforcing events menu. Each Friday's class period was designated as rewarding to the pupils if (and only if) they had accomplished their work during the week. Further reinforcement of good behavior and academic progress occurred once a month, when the stamps were added. Every child with a specific number of stamps and book reports was able to attend the monthly party. Such parties were activity-oriented, involving the making of food such as popcorn, or the coloring of eggs, playing games, etc.

This Title I program also implemented the effective use of book clubs to promote reading activity. When a child had read a specific number of books his picture would be attached to the bulletin board under the first club. With more books read he (his picture) would graduate to the higher status club, and so on. Upon graduation into the higher order club the pupil would also receive a prize, extra free time, and recognition (clapping, praise) from his peers. The behavioral management of this Reading Resource Room was effective and well organized.

The ability of the educational assistant and the immediate feedback to pupils and parents were also commendable to this program. Notes, memos, letters, and certificates were frequently sent to the parents informing them of their child's continuing progress. The personal involvement of parents with this project was also extensive, with frequent meetings and personal contact between parent and teacher.

All of the pupils' parents completed the parent involvement questionnaire and 50% of these stated that the parent had visited the Title I program at least once within the past four weeks. The parents indicated a good

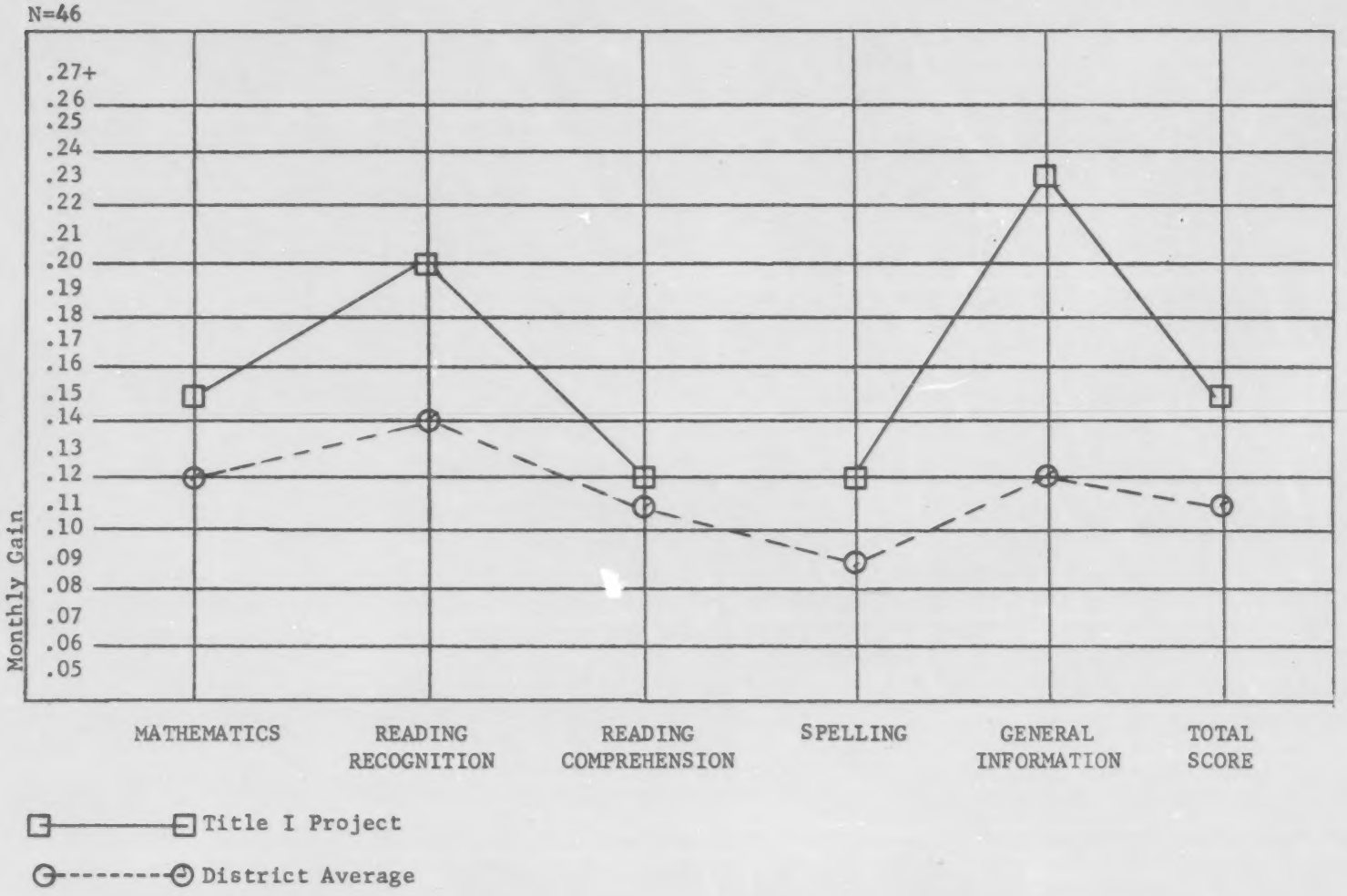
understanding of the reading program and reported that the project staff had been helpful and informative to them. They were most interested in learning more about how they could further help their children at home.

The pupils of this reading program at Keaukaha School achieved their greatest gains in the PIAT reading subtests. (sig. .0005, t = 8.06, df = 44.) The objective criterion of gains in reading greater than .1 per month was met by these 45 pupils. The rate of achievement was especially good by the sixth and third grade pupils. That the overall gains per month were not significantly greater for this Title I project was primarily due to the fact that almost half of its pupils were repeating the program for a second year. (I.e., the 1973-74 post-test data was used as the 1974-75 pre-test data, thus expanding the number of months between pre- and post-testing.) While the proportion of pupils repeating the Title I program was greater for this project than any other in the District, it nevertheless met and surpassed the objective criterion.

The pupils' behavior, as judged by the project teacher, also increased in improvement throughout the year, and did so at a rate higher than the average for the District. As they were especially rewarded for the social and clasrroom behavior, this increase was greatest for question number two. The personal contact initiated by the project teacher increased during the academic year at a rate greater than for Hawaii District's average. The number of contacts to the project initiated by the parents increased by over 600% from the beginning of the school year to the end. This Reading Resource Room at Keaukaha School developed the most in-depth and extensive involvement of parents of all Title I programs throughout Hawaii District. Some of this increased interest may be attributable to the fact that this project was one of six such projects receiving nation-wide recognition as an examplary program.

KONAWAENA ELEMENTARY SCHOOL

Comparison of Average Monthly Gain on PIAT Subtests between Title I Project and District Average



KONAWAENA ELEMENTARY

The Title I Reading Resource Room at Konawaena Elementary School served 46 pupils in grade levels three, four, five, and six, with the majority being from the two lower grades. The classroom was sufficiently large, comfortable, and very well arranged. Unlike most projects, where instructional materials are centrally located for greatest convenience and efficiency, this Title I program utilized its advantage of space and specifically designated study areas in which to locate appropriate materials.

With numerous learning stations, such as one for use of the Language Master, another for work with the Specific Skills Series, the Corrective Reading Program, etc., all necessary materials were placed within the special study area. Individual folders were located near the door and pupil self-direction was very commendable. The wide variety of instructional materials and teaching devices allowed the project teacher to prescribe highly individualized work activities for each pupil. With small group work and self-directed activities, the teacher and EAs provided the pupils with a selection of academic opportunities from which they could choose according to their individualized contracts.

Immediate feedback of academic progress was provided to pupils and parents alike. Each pupil was required to "check out" with the teacher or EAs his work before he could procede further. If the pupil could demonstrate his ability at the specific level, and thereby complete the prescribed project, he would earn points. Such points could then be cashed in on Fridays for the privilege of enjoying free time, games, and activities of the child's choice.

Also implemented by this reading project was a well organized tutorial component in which tutors earned the right to tutor others. Unless the

tutor kept up with his own work he was not allowed to work as a tutor. Seven of this project's pupils, who were also either tutors or tutees, were not involved with reading activities but with mathematics. Their average monthly gain was .31 in the mathematics subtest of the PIAT, and well above the .1+ objective.

Although 85% of the parents completed the parent involvement questionnaire, approximately half of them indicated they'd never been to the school's classroom or didn't know what was occurring within the Title I project. Parents who did respond affirmatively, however, stated that the project staff was very easy to talk with and was informative. Many parents indicated an interest in knowing more about school problems and how they could further help their children with their studies at home.

The PIAT data from the reading subtests show a significant gain in the pupils' achievement. (sig. .0005, $t = 17.43$, $df = 44$.) All five subtests, as they measure the rate of learning by these 46 pupils, were above the Hawaii District averages in average gain per month. The pupils achieved a monthly gain of .16 on the reading subtests, which is well above the objective criterion set for such reading programs.

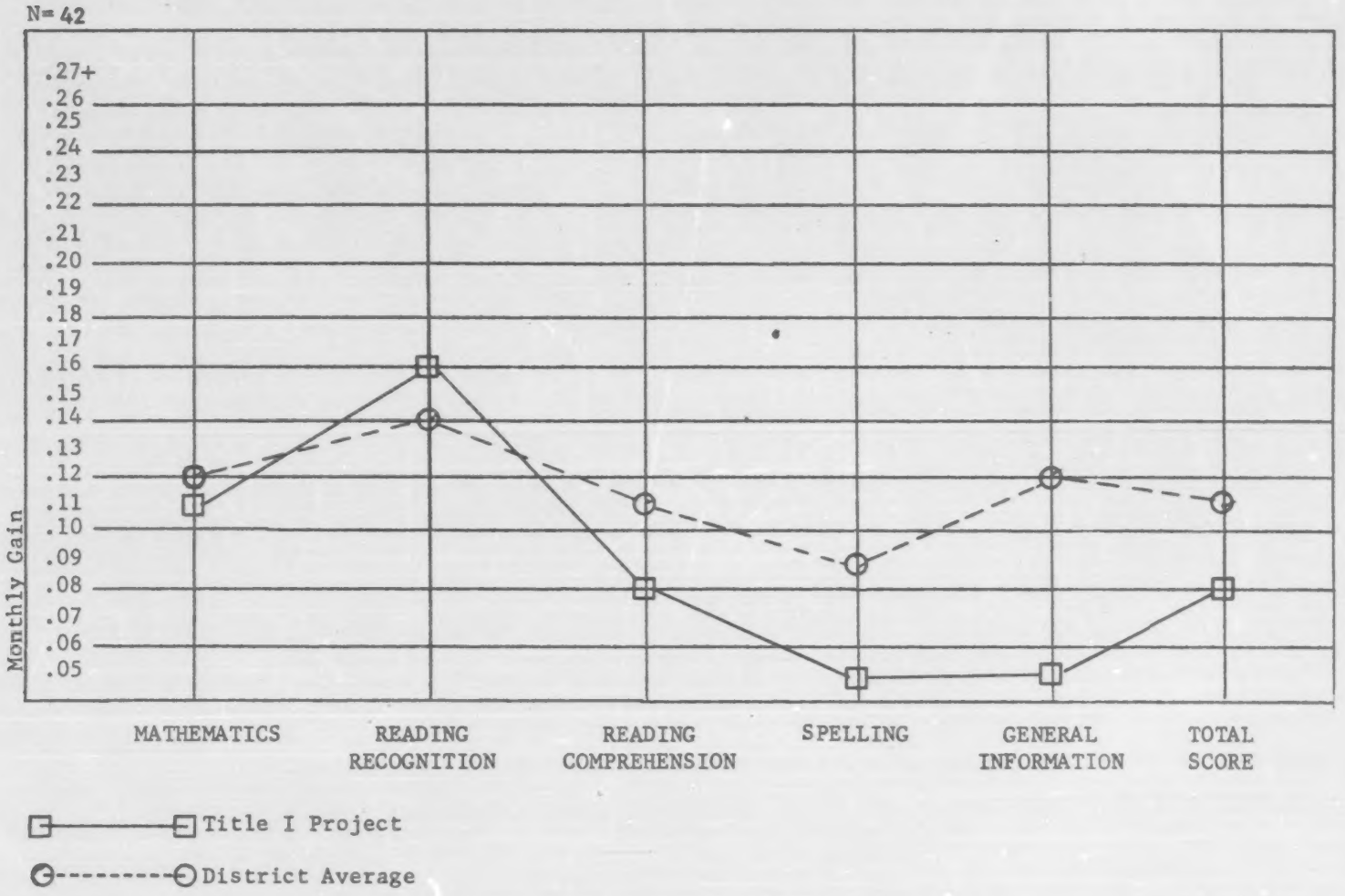
This Konawaena Elementary Reading Resource Room helped its pupils to achieve 15 months during the eight month program, or a gain of seven months less underachievement. Such a high rate of learning is almost twice that expected from the typical pupil in a public school. The learning rate of the tutors and tutees involved with this program was similar to the gains achieved by their classmates, though just slightly higher.

As the pupils in this program were rewarded more for their academic success than their improved classroom behavior, their pre-post improvement in behavior rating was greatest in questions one and three (those concerning

academic work) and least on the second question (which involved social behavior). All behavior, however, was estimated to have improved at a rate which was greater than the District average. While the project teacher tended to increase the frequency of contact to the pupils' parents, the parents initiation of contact with the project decreased during the academic year. This data, however, refers only to the frequency of contact, not the increased extent of such personal communication.

KONAWAENA HIGH & INTERMEDIATE SCHOOL

Comparison of Average Monthly Gain on PIAT Subtests between Title I Project and District Average



KONAWAENA INTERMEDIATE

The Konawaena Intermediate School Reading Resource Room involved 42 pupils from grades seven, eight, and nine, with over half of these being in the seventh grade. The Title I classroom had sufficient desks, tables, and chairs located in the middle of the room, with numerous bookshelves along the walls. Several carrels with tape recorders and film strip projectors were also located along the room's walls. Instructional materials included SRA, the Specific Skills Series, and other similar texts.

While the project teacher generally worked with small groups of pupils, the educational assistant primarily helped others on a one-to-one basis. Most frequently, however, pupils were expected to work by themselves on the tasks assigned. Use of books, dictionaries, magazines, and teacher made and/or reproduced materials was common. A system of contingency contracting was not implemented by the project, though a complex point-earning approach was adopted. The methodology by which this was accomplished was unnecessarily elaborate, frequently ambiguous, and did not encourage or motivate learning behavior as much as it could have.

The ability of the educational assistant was good. The dedication and sincere interest of the project teacher, who was new to this particular Title I program during the 1974-75 school year, was also commendable. While the scheduling of pupils into the Reading Resource Room encountered several handicaps and limitations during most of the academic year, these problems were generally resolved during the last few months.

The parents of these Title I pupils responded to the parental involvement questionnaire with a general lack of knowledge (of the program) and slight interest in it. Only 35% of the parents completed the questionniare,

and most of these contained frequent blank spaces rather than answers of any kind. Few parents indicated that they had never visited the program and of those responding a few were interested in knowing more about the school's problems and grading policy.

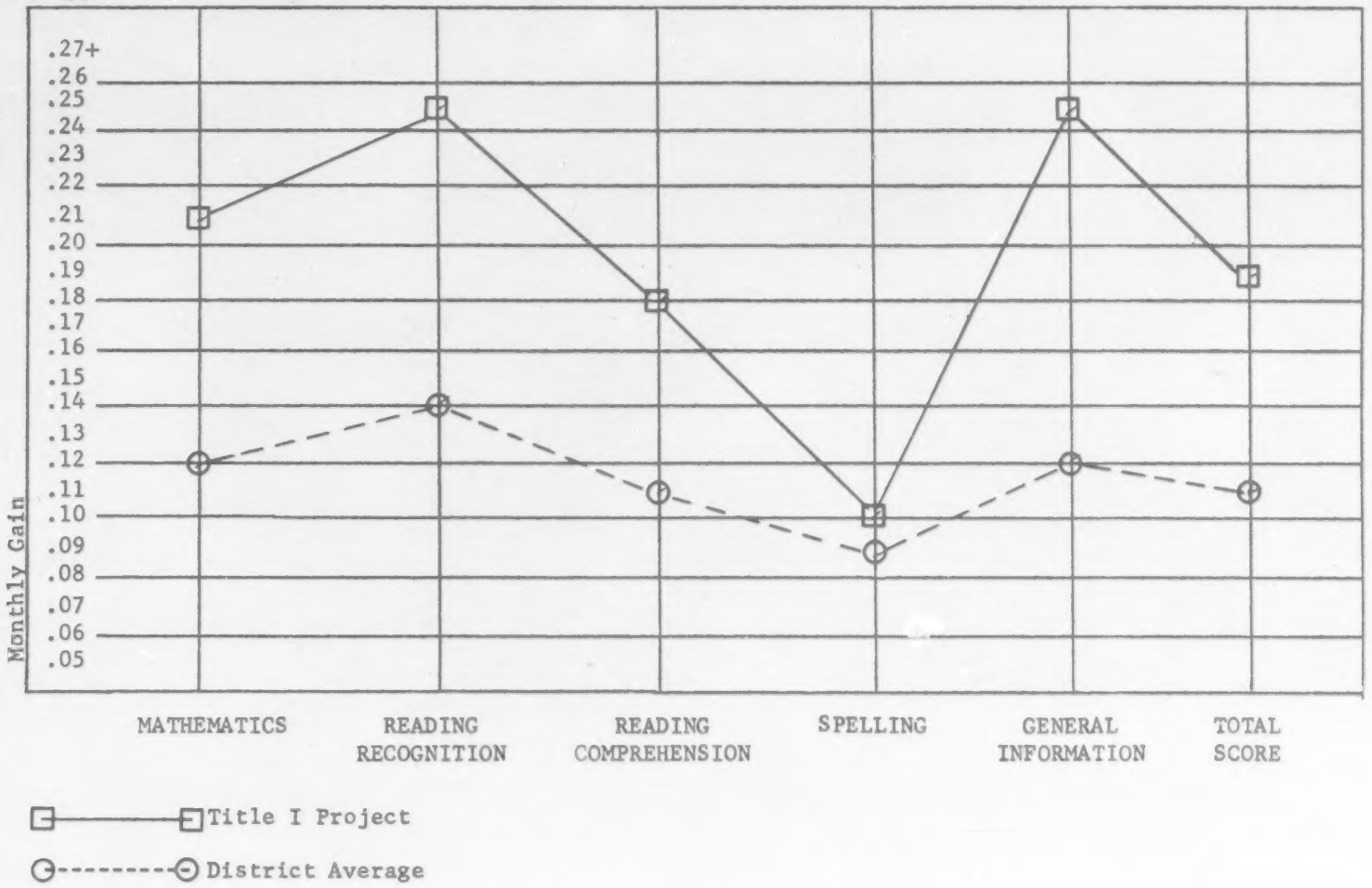
This Reading Resource Room achieved for its pupils a reading rate of approximately .12 on the combined reading PIAT subtests. (sig. .005, $t = 3.61$, $df = 35$.) The reading recognition subtest monthly gain was .16, yet the reading comprehension gain was .08 per month. The greatest gain occurred in the seventh grade, which also involved the most pupils. During the eight months which this program existed, eleven months in reading achievement was made. Although enrolled in an intermediate school, such gain in reading achievement was obviously beneficial to these youngsters.

The Konawaena Intermediate School's Title I reading project involved approximately 10% repeating pupils who achieved considerably less than did the new pupils, yet its tutors achieved .28 per month in reading while the tutees gained .03 per month. The project teacher estimated the pupils' behavior to have improved during the academic year at a rate considerably less than the District average. Personal contact initiated by the teacher increased from the first to second semester, yet parent initiated contact decreased during the same period.

MT. VIEW ELEMENTARY & INTERMEDIATE SCHOOL

Comparison of Average Monthly Gain on PIAT Subtests between Title I Project and District Average

N= 31



MT. VIEW

The ESEA Title I Reading Resource Room at Mt. View School served 31 pupils in grade levels three through six. The classroom was comfortably designed and well arranged, with tables, chairs, and instructional materials conveniently located. With small group instruction and self-directed activity occurring, the most frequently used materials included Dolch Basic Sight Words, Phonics We Use, Conquests in Reading, SRA Reading Laboratories, and Webster Reading Skill Cards.

A contingency contracting approach was implemented for the 14 fifth and sixth grade pupils during the first half of the school year. By completing a specific number of tasks the pupil was allowed the privilege of choosing a high interest activity such as playing games or doing craftwork. Greatest emphasis in the behavioral reinforcement approach was given to intangible rewards, such as teacher praise and social competition. The teacher and educational assistant frequently praised, encouraged, and recognized the pupils' efforts. Several well designed progress charts indicating individual achievement were also displayed on the walls. The use of the motivational technique of "special club membership" was also effective in promoting the pupils' completion of academic projects.

The feedback to pupils regarding their weekly progress was very good, and the frequent communication with parents was outstanding. Parents were kept informed of their child's progress through memos, letters, and certificates sent to the home. Frequent parties and openhouses for parents were also held and usually attended by at least half of the parents.

Response from the parent involvement questionnaire came from 90% of the parents of these Title I pupils. They indicated that they felt the project was very valuable to their children's education. All parents stated

that they had visited the project at least once during the academic year. Similarly, they often mentioned that the staff was very friendly, pleasant to talk with, and sincerely interested in the children.

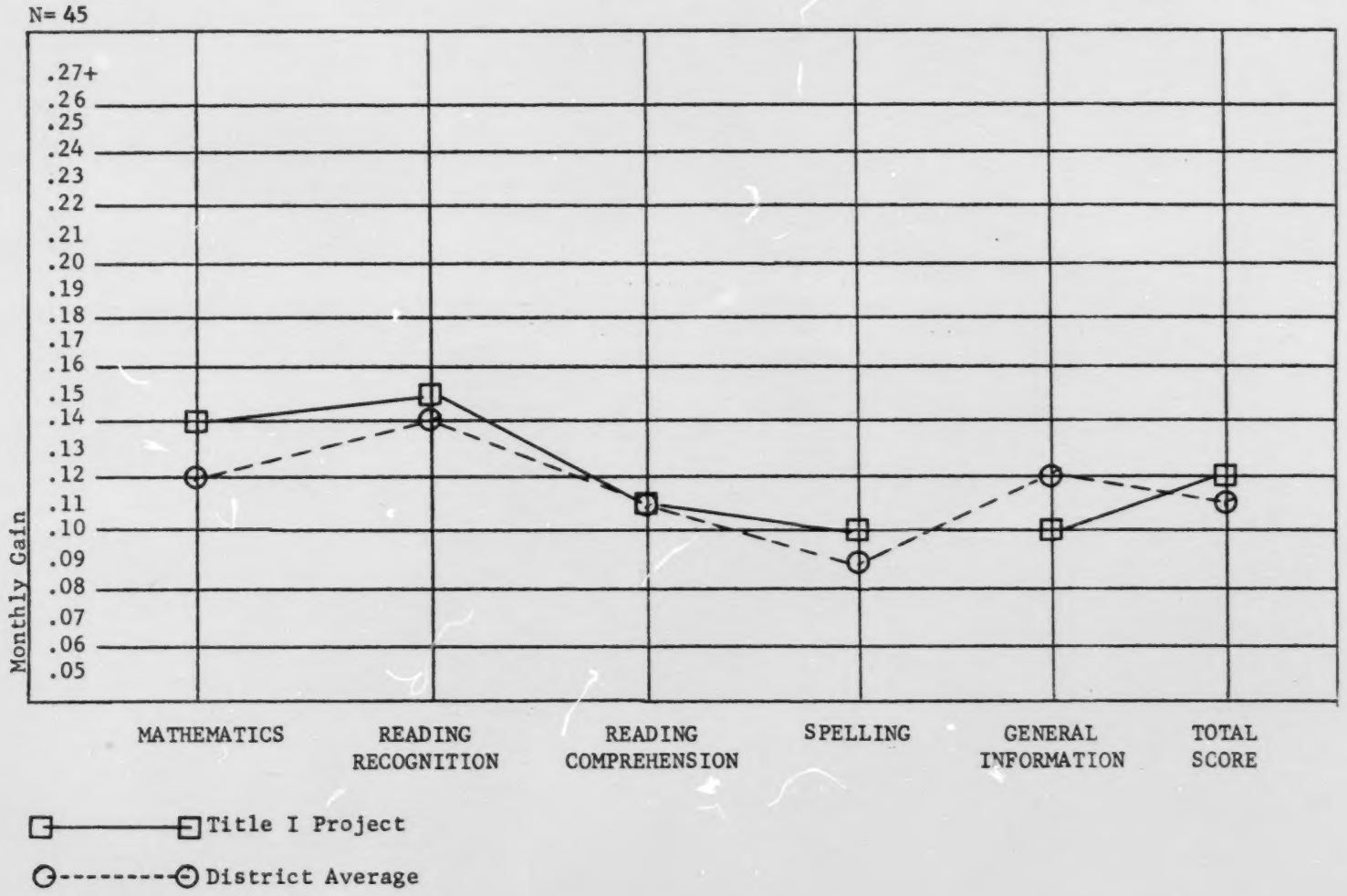
Pre- and post-test data from the Mt. View School Reading Resource Room indicate gains in reading achievement which were not surpassed by any other Title I program. (sig. .0005, t = 11.88, df = 28.) The rate of learning as shown by the gains per month was .27 and .18 on the reading recognition and reading comprehension subtests, respectively, and well above the District averages. The project staff's personal dedication and encouragement, plus the extensive parental involvement, were probably the bases which led to such gains.

During the eight months this reading project was operating the pupils achieved 17 months of academic work. While the program implemented a tutorial component within the classroom, it was a very flexible operation in which pupils would help each other with their work. Statistical data regarding the achievement of tutors and tutees was not submitted since the teacher was unable to designate which pupils were tutors more frequently than they were tutees.

The pre-post increase in behavior rating showed improvement just under the District averages. And like most programs the estimate made by the project teacher vs. that made by the pupils' other teachers was less similar in May than it was in September. Personal contact from the parents of these pupils substantially increased throughout the academic year.

NAALEHU INTERMEDIATE & ELEMENTARY SCHOOL

Comparison of Average Monthly Gain on PIAT Subtests between Title I Project and District Average



NAALEHU

The Title I Reading Resource Room at Naalehu School worked with 45 pupils in grade levels two through five. The project was located in a classroom of adequate size and facilities. In addition to several private study areas for work with teaching devices, the room was roughly divided into two sections - with adequate tables and chairs for both, the educational assistant worked with pupils in one area while the project teacher worked with another small group in her area of the room.

Instructional materials, located in the middle of the classroom, primarily included the use of Dolch word lists, SRA Reading Lab, Webster Cards, and teacher made materials. While pupils frequently worked by themselves (though not through self-directed activities), the more common instructional approach relied on small group interaction. The approach to behavioral reinforcement implemented by this reading program consisted of issuing tokens for books read and prescribed academic tasks completed. These tokens could be saved and exchanged for such things as books, rings, purses, jacks, and pencils. While helping to motivate the pupils, the number of tokens required to purchase such tangible rewards was often so large that the immediacy of their being attained was lessened and their value questioned.

Use of weekly contracts was also made, whereby specific tasks were listed and - if completed - checked off on the contract. Completed contracts were sent home with written comments from the project teacher on them, and later returned to the teacher and signed by the parents. This Title I program also utilized several wall charts which reflected pupil progress, on one of which the pupil's "animal" would be moved upward for every additional five books that were read.

Approximately 77% of the parents completed the parental involvement questionnaire at the end of the school year. Responses within each questionnaire were often inconsistent, suggesting a general lack of awareness of the program's purpose and function by many parents. Most, however, indicated appreciation and affirmative attitudes toward the extra reading help provided. Parents mentioned that the teacher and educational assistant were receptive, helpful, and genuinely concerned for the pupils. Although a few parents stated that they had recently visited the project, most of them had not yet done so.

The .1+ objective gain was satisfied on both of the reading subtests by the Naalehu School Reading Resource Room. (sig. .0005, t = 11.64, df = 42.) The overall reading achievement was .13 per month for these 45 pupils, which was very similar to the Hawaii District average. The gains made in reading achievement were greatest in the second grade, with successively less attained by the pupils in the third, fourth, and fifth grades.

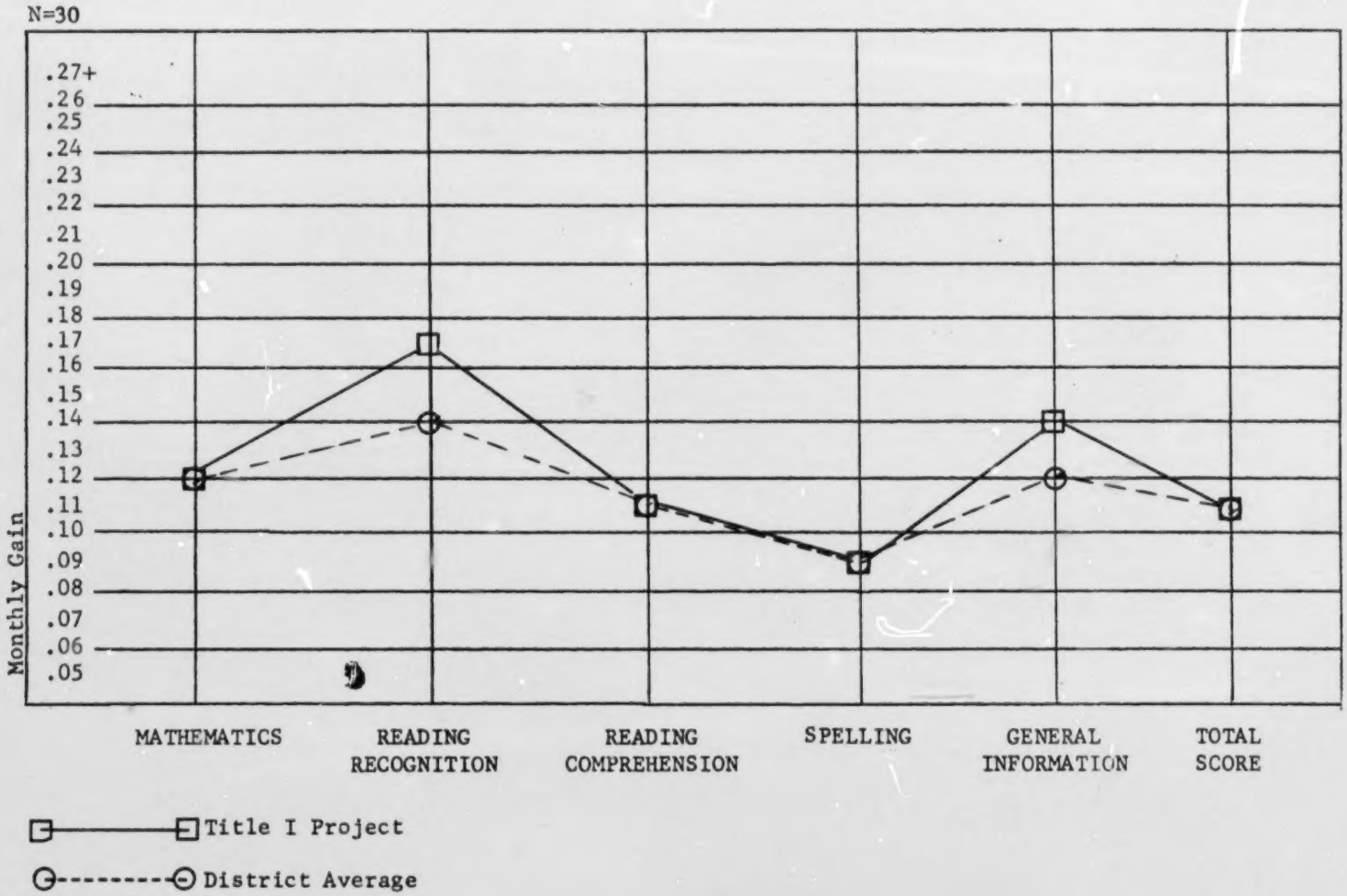
From September to May the pupils achieved 13 months academic gain in reading achievement during these eight months, thereby lessening their underachievement by five months. As almost 40% of the 1974-75 Title I pupils were also enrolled in the program during the 1973-75 school year, and the project's pupils were least behind in their underachievement (throughout the District), special concern should be directed to the screening and selection of pupils for the 1975-76 academic year.

The five tutors in this Reading Resource Room achieved .24 per month in reading achievement, while the tutees achieved .13. This was typical of the average tutor-tutee rate of learning in Hawaii District. Pupil classroom behavior improved during the academic year, as judged by the

project teacher. This rate of increase was also similar to that of the District as a whole. There was, however, no change of opinion concerning these pupils between the Title I teacher and the children's other teachers. All teachers estimated the pupils' behavior to have improved somewhat. Although contact initiated by the project teacher to the parents increased during the school year, and especially in the memos sent home, the parents of these pupils made fewer contacts with the project during the second half of the school year than they had during the fall semester.

PAHALA ELEMENTARY SCHOOL

Comparison of Average Monthly Gain on PIAT Subtests between Title I Project and District Average



PAHALA ELEMENTARY

The Pahala Elementary School's Title I Reading Resource Room involved 30 pupils from the fourth, fifth, and sixth grades. The classroom size was adequate for the purposes intended. Extremely large windows on two sides of the room contributed to unnecessary distraction for the pupils. The tables and chairs within the room were sectioned into two areas, one for the project teacher to work in and the second for the educational assistant.

All instruction was through small group work, with teacher and EA performing similar tasks and sharing similar responsibilities. Within these small groups were used the instructional materials of Conquests in Reading, Specific Skills Series, Ginn, Webster Skill Cards, and SRA. The ability of the educational assistant in this project was exceptionally good, having considerable background experience in teaching reading and providing the program with helpful insight.

Although no individual pupil contracting was not implemented by the Title I program, a point system was initiated whereby each pupil's "football" could move down the field according to the number of extra books that he read. Social praise and encouragement from the instructors further helped to motivate pupil performance. A peer tutoring component was started during the second semester of the school year yet was never a well defined or effective technique. Data indicates that the designated tutees achieved considerably more than did the tutors, which is very unusual and atypical for well organized tutorial components.

Being highly systematic and consistent, most parental involvement questionnaires were apparently completed by the same parent interviewer. Ten percent of the parents showed a thorough awareness of the Title I

project's activities and functions. Two-thirds of them, however, indicated little or no knowledge of the purpose and design of the reading program. Parents were most interested in learning more about the school's problems and how the parents might be able to further help their children with their homework.

The Pahala Elementary School's Reading Resource Room met the objective criterion of .1+ in reading on both subtests. (sig. .0005, t = 12.22, df = 29.) The achievement of these 30 pupils was slightly higher than the District average for the reading recognition subtest, and equivalent to the average for reading comprehension. There was no significant difference in the gains made by the three different grade levels.

Considerably greater gain was achieved by this project's selected tutees (.20 gain per month) than by its five tutors (.12 gain per month). Had this tutorial component been initiated earlier in the school year, and been more efficiently organized, this unusual difference in the respective learning rates may have been reversed. The improvement in the behavior rating was for all questions considerably above the District average. Other classroom teachers, however, did not agree with the estimate of improved behavior provided by the project teacher. With teacher initiated contact to the pupils' parents generally having increased during the year, the number of contacts made by the parents to the teacher decreased. More extensive and systematic use of behavioral reinforcers within the classroom and at home would probably have diminished this effect.

HILO READING CLINIC

The Hilo Reading Clinic's three clinicians and one full-time educational assistant served 53 pupils from grade levels three through six during the 1974-75 school year. Coming from many schools in the Hilo area, these children were selected from approximately 100 pupils who were initially screened during the month of September.

The children arrived at the clinic by bus every day of the week except Wednesday. The middle of the week was used for testing, contacting other schools and teachers, completing paper work, prescribing instructional tasks, and communicating with the parents of these children. The ratio of clinician to pupil during most periods of the other four days was approximately 1:3 per session.

The facilities within the Reading Clinic were very adequate and provided the opportunity for accurate diagnosis, prescription, and individualized instruction of each pupil. With one room for an office, another as conference area, and three serving as private teaching areas, the program's organization and effectiveness were commendable. All rooms were comfortable, well supplied with instructional materials and devices, and free from outside disturbances.

In addition to the materials available were numerous teaching devices. These included cassette tape recorders, a filmstrip projector, Language Master, Tach X, Controlled Reading, Telebinocular, Audiometer, and Audio Notebook. The availability and use of the teaching devices and materials were apparently beneficial to the pupils involved in this program. All instructional materials were located in specially designated areas, were easily accessible and frequently used.

With a good learning environment and academic activities, and superior instructional materials, the program did not demonstrate any overt motivational approach or feedback to pupils, parents, and teachers. Pupil reinforcement, other than social recognition and approval, within the regular classroom and at home, was negligible and solely due to the pupil's willingness to learn to read. While the pupils' classroom teachers generally supported the work of the Hilo Reading Clinic, their (the teacher's) motives of responding affirmatively could not be known. They occasionally commented, on a questionnaire issued by the SWDRC, regarding the relative lack of direct communication from the clinicians, especially since the pupil/clinician ratio was so small and no classes were held on Wednesdays.

The pre- and post-test data at the Hilo Reading Clinic is presented in Table 7. (sig. .005, $t = 11.92$, $df = 52$.) The scores from the five tests, and the average gain per month, are indicated. These average monthly gains show the achievement which occurred during the eight months of program intervention (average 9.15 months between all pupils' pre- and post-testing). The gains achieved on every test during the 1974-75 school year were less than during the previous 1973-74 academic year.

The 1.2 yearly grade level achievement of the project's objective criterion (or .12 per month) was surpassed. While this objective was met by all tests, the pupils scored lowest per month on the Wide Range Achievement Test (Reading). The majority of pupils, from grades four and five, also achieved less than did the 15 pupils from grade levels three and six. While over two-thirds of the pupils were males, the difference between the male-female achievement was minimal. (Statistics reflecting grade levels and sex were derived from an average of the two Gates-McGinitie subtests.)

REMEDIAL SUPPORT SERVICE -- Kapiolani School

Kapiolani School's Remedial Support Service project served 49 pupils in grade levels four, five, and six. This was the largest of Hawaii District's tutorial programs and involved five part-time tutors. All tutors were professionally certified teachers, who were employed part-time by the State Department of Education to serve as tutor/teachers.

Each tutor worked two hours each school day, meeting with her respective pupils at the designated time and place throughout the school. Four of the five tutor/teachers met in either the school cafeteria or very small rooms. One worked with the pupils in a regular classroom. Tutorial instruction primarily involved reading activity from reading/language arts classes, although instructional materials from other subject areas was also used with an emphasis on reading skills.

The reading achievement attained by these 49 pupils, as measured through the PIAT test administration, was unusually high for a tutorial program. While the test data (sig. .0005, $t = 11.33$, $df = 45$.) met the .1+ objective criterion, the pupils actually achieved least gain (except in spelling) on the combined reading subtest scores. An effective reading program would show the greatest pupil gains in reading (as was the case with the 15 Reading Resource Room programs). The data from this tutorial program should be accepted with caution.

ALAE OPERATION LIVE-IN

The boarding home of Alae Operation Live-In consisted of 21 residents from grade levels three through eight. This home provided social activities, nutrition, and sleeping space for eleven boys and ten girls from Hookena School but residing at Milolii. All children were supervised by one part-time coordinator and four part-time para-professionals.

Social interaction, the convenience of staying at the boarding home during four nights of the week, and the development of musical talent and interest were all good. Pupils apparently gained a greater understanding of the world around them, an appreciation and increased knowledge of Hawaiian heritage, and further acceptance of individual responsibility. Generally not existent were academic activities, sufficient instructional (or homework) materials to use, a systematic motivational/reinforcing strategy, and communications (e.g., follow-up, progress checks) with the teachers at Hookena School. Parent and community involvement, however, were exceptionally good.

The PIAT test data indicate that further underachievement from these pupils continued to develop during the school year. Throughout the academic year these pupils achieved only four months in reading achievement. (sig. .005, $t = 3.33$, $df = 20$.) Due to the social and cultural isolation of this project (from the rest of the Hawaii State community) the gain achieved in general information was very slight. A t-test comparing the achievement of pupils staying at the boarding home vs those pupils living in Milolii (all of whom were also involved in the Title I reading project at Hookena School) showed no significant difference. (sig. $\neq$, $t = .224$, $df = 9$.)

While the pre-post increase in behavior rating was greatest for this project, the increase in rating is neither reliable nor valid. The project teacher initially completing the rating left the program by mid-year, with another coordinator again completing it in May. The two-party rating is too subjective for meaningful evaluation.

OPERATION TUTOR - St. Joseph & Pahala Elementary Schools

Two formal Operation Tutor projects were implemented by Title I in Hawaii District during the 1974-75 academic year. One, at St. Joseph, involved ten pupils, and the other, at Pahala Elementary School, served five pupils. The latter program worked solely with third graders, and the former with pupils in grade levels five through nine.

The St. Joseph School's tutorial project employed a professionally certified teacher on a part-time basis through the DOE. Her ten pupils were all tutees whom she worked with in two groups of approximately five each, for two hours each school day. The instructional materials, record keeping, and ability/dedication of the teacher were all good. Individualized work was carefully prescribed and checked on a daily basis.

While this was an efficient tutorial program the monthly gains in achievement were unusually high. While this program was helpful in developing greater reading ability of the pupils, the gains indicated should be accepted with some caution.

The Pahala Elementary School's tutorial project employed a certified teacher of the school who coordinated the program throughout the academic year. Three (untested) tutors from the Kau High School worked with these children within their elementary school classrooms. Instruction was approximately 30 minutes a day and used no specially designed materials. The tutors were not paid and their volunteer help was often difficult to effectively supervise.

Test data from administration of the PIAT indicate that this project did not achieve the .1+ objective in reading. The gains that did occur, however, were within the reading subtests. Gains might have tended to be higher through the use of more individualization, tutoring time, and tutorial expertise.

PRESCHOOLS -- Holualoa & Honaunau Schools

Hawaii District ESEA Title I implemented two preschool programs during the 1974-75 school year. Each served approximately 20 pupils, each with one project teacher and educational assistant, and both located in Kona. The daily agenda for these pupils included music, physical exercises, academic tasks, art, play time, nap time, lunch, and various classroom chores. Cooperative, pleasant social interaction were emphasized by both programs.

The Holualoa and Honaunau Preschool projects each benefited from large (double-portable) and comfortable rooms, with adequate materials, recreational and academic supplies, and different kinds of learning experiences provided. Similarly, the rate of achievement by the pupils in both programs was very much alike. The objective (that 90% of pupils improve) was satisfied by each of these Title I projects.

The gains achieved on the Test of Expressive Language were identical for both programs. With 75 possible responses in the test, the Holualoa program's pupils achieved only 1.6 more correct than did the children of the Honaunau program. This difference was only 1.1%. As indicated by this data, the youngsters in both preschools achieved academic and behavioral tasks at a high and efficient rate.

The last table of data presents the test results from the Preschool Checklist for Basic Skills. Again the pupils' achievements are similar between projects, though in this case the Honaunau preschool appears to have achieved more for its pupils. (Several Honaunau pupils consistently scored 100% and thereby raised the overall program average.) Both preschool projects were very beneficial to the future educational development of their pupils.

CONCLUSION

Viewed from a broad perspective, the 1974-75 ESEA Title I program was one of the best educational efforts operated by the Hawaii District, Department of Education. All aspects of the program met the criteria of helping undereducated children achieve academic success through the offering of supplemental educational services.

PLANNING: All components of the Hawaii District Title I program were implemented under revised project proposals written in accord with recommendations submitted through previous evaluation reports. Although the preschool and tutoring proposals were also revised, the more significant plan was the Reading Resource Room Project undertaken by fifteen eligible Title I schools of Hawaii District.

The new plans set forth specific guidelines for establishing and operating the supplemental reading instruction programs for the Title I schools, yet enabling each to implement the project in accord with its unique and specific needs. Options were provided so that each of the fifteen schools, including five schools offering supplemental reading services for the first time, were able to achieve a relatively high degree of academic success for its pupils.

ADMINISTRATION: The "umbrella" project concept implemented for the reading projects enabled the Hawaii District Office to more efficiently coordinate activities in a variety of areas including the sharing and distribution of available materials, supplies and equipment; in-service training for parents and project staff; parental involvement activities; communication within and between schools; and record keeping and reporting procedures. The apparent high degree of

successes of the various component projects may be attributable to this efficiency in coordination, which in itself is a notable achievement for district-wide educational programs in the State of Hawaii.

TRAINING ACTIVITIES: Training activities through a variety of endeavors were accomplished for the professional staff (project teachers), para-professional staff (educational assistants), and parents. Project staff training commenced with a nine day preparation and orientation period conducted by the District Office personnel. This included general orientation and review of the ESEA Title I guidelines, reporting and record keeping procedures, reading instruction techniques, teaching and classroom organizational strategies. The time invested for this purpose was well justified when comparing the current with previous efforts.

The initial training activity was followed by monthly meetings of project personnel within their respective geographical locations, voluntary classroom visitations among project personnel and participation in District conducted parent training and parent involvement activities.

Parent involvement and training activities included a number of single and multiple-day workshop sessions and conferences held within their respective localities, on a district-wide basis and at statewide meetings. School level parent training activities included a number and variety of offerings, conducted by the respective project staff, including the unique activities of Hilo Union, Holualoa, and Hilo Intermediate Schools.

The apparent high quality of the respective training activities made a definite and significant impact on the results of the current Title I efforts in Hawaii District.

PARENT INVOLVEMENT: Perhaps one of the most efficient and highly organized among Title I programs within the State of Hawaii, the District Parent Advisory Council (DPAC) efforts undertook to be involved in a number of activities including the surveying of all Title I parents within Hawaii County for program evaluation purposes. With the assistance of District and school level personnel, many of the parents of children receiving Title I support services became actively involved in the learning processes of their children.

Involvement for Hawaii District Title I parents meant 1) attending the School Parent Advisory Committee (SPAC) meetings; 2) assisting the project staff by visiting the classroom and rendering a variety of manpower services including tutoring services; 3) participating in DPAC activities; 4) assisting some project staff with screening and selection of eligible Title I pupils for participation in the project; 5) providing the necessary "back-up" and encouragement so that the pupils may consistently practice reading skills at home; 6) assisting with open house and parent night activities such as those held at Hookena, Kaumana, Mt. View Schools and others; and 7) increasing the frequency of direct communication with the school personnel, especially Title I staff, through a variety of avenues including telephone calls, home visitations, school visitations, written messages, and other communicative devices.

The specific outcomes of the current efforts are included in the main body of this report, presented in the preceding pages. All of the projects showed substantial academic gains among its enrolled pupils. The gains are significant and emphasize the point that all children, including identified low achievers, can learn to read when given adequate and appropriate instruction. Caution should be exercised, however, in interpreting the specific results of individual pupils and/or averages of the respective schools.

The results of one school should not be compared with the results of another since there were too many variables that may have affected the scores presented. As it was indicated in the report narrative, differing circumstances did indeed affect the actual results of each school, i.e., re-learning effect of projects with a substantial number of children repeating their participation in the reading resource room project; the varying intervals between pre- and post-test administration; and the very nature of different project personnel administering the same tests under circumstances and styles unique to the staff and their respective projects.

With the caution of unnecessary comparison between projects in mind, significant achievements by individual projects should, however, be and is recognized, herein. The Keaukaha Elementary School reading project for the 1973-74 year was cited as one of the first six projects validated nationally as exemplary, by the Division of Education for the Disadvantaged, U.S. Office of Education. This signal honor brought nation-wide recognition not only to the school, but to Hawaii District and the State Department of Education. The project continued to serve as a model demonstration to many Title I staff within the district as well as other educators from throughout Hawaii and the nation.

The Konavaena Elementary School reading project, implementing a unique organizational strategy, dramatically improved its efforts over previous years. The most notable improvement was the greater effectiveness of the para-professional staff, whose services were efficiently integrated into the total RRR operation. This project was also the only Hawaii District project to successfully integrate the efforts of the regular classroom teachers with those of the project staff, as described in Plan B of the 1974-75 Project Proposal.

Capitalizing on the novelty of a new program at the school, the projects at Mt. View, Kaumana and Hilo Intermediate Schools were highly successful in securing quantity and quality parental involvement. The variety of activities and services offered through the RRR project attracted and involved a significantly high number of parents who actively demonstrated their concern for and desire to be involved in the education of their children.

The Operation Tutor component of the Hawaii District Title I program was somewhat altered from that offered in previous years. Supplemental Operation Tutor services were provided in only two public schools (Pahala and Hilo Intermediate), and two private schools (St. Joseph, all year, and Maunaloa, partial year). All seven other schools (Holualoa, Hookena, Kealakehe, Kaumana, Konavaena Elementary, Konavaena High and Intermediate and Naalehu) implemented the program as an instructional strategy within the reading project and in accord with proposal guidelines. Kapiolani School operated a teacher-tutor program with professional teachers hired as part-time tutors assigned to specific numbers of identified and eligible pupils.

Generally, the tutor program was highly successful in involving a number of educationally deprived students in the supplemental education program. Where such children participated as tutors (with the exception of three projects) they predictably improved their academic skills as a result of their experiences. Since there were no specific measurements of behaviors in the affective domain, other than the Project Teacher Estimate of Pupil Behavior, it was not possible to reliably assess attitudinal changes among the beneficiaries of this effort. Further, those efforts which included well integrated organization, strategy, and instructional prescriptions showed the best achievement gains in the reading skills covered.

The Hilo Reading Clinic project, which is partially funded by the State, once again demonstrated its effectiveness in delivering supplemental reading instruction services through a clinical strategy. The results of a survey conducted among teachers referring pupils to the program were well received by the project staff and should result in improved services to the pupils, referring teachers, schools, and parents. As they have continued to do in the past, the Clinic staff rendered consultative services to RRR project teachers, unselfishly, at the various Title I schools.

The Honaunau and Holualoa Preschool projects continued to render excellent preschool opportunities to children from educationally deprived situations. Although the cognitive and psychomotor behavioral skills were significantly improved during the year its implication for future academic successes in school can only be hoped for. Unfortunately, there has been little empirical evidence in Hawaii to support the notion that preschool experiences enhance, detract, or have no effect on educational successes in

the regular school. The most reliable outcome of the preschool experiences for educationally deprived preschoolers is the fact that these children are better prepared to adjust to the discipline and demands of learning in a formally conducted classroom setting. It is further unfortunate that, due to restricted funding resources, these preschool projects will not be operating during the next school year before such issues could be researched and specific benefits determined.

RECOMMENDATIONS

A number of program improvement recommendations submitted in previous reports still stand. They include:

1973-74 Evaluation of Project Components (SWDRC Report #134)

Recommendation #3: Follow-through instructional services should be (or continue to be expanded) carried into the target pupil's regular classroom placement. (School level)

Recommendation #6: Seriously consider development and/or adoption of a hierarchy of reading skills objectives with accompanying criterion-referenced tests (CRT) as an alternative achievement, diagnostic and placement test. (District level)

Recommendation #7: Establish a graded list of book titles for implementation of a systematic leisure-enrichment reading program. (District & School levels)

Recommendation #15: Consider (or expand) incorporation of the peer or cross-age tutoring strategy into the instructional program of the RRR. (School level)

Progress Report (SWDRC Report #141)

Group Scheduling: Participants do not necessarily have to be grouped according to age or class level when reporting to the RRR for reading instruction, instead heterogeneous age-grade grouping or homogeneous grouping according to ability levels, should be encouraged. (School level)

Program Development: Continued refinement of program development priorities as indicated in the report. (School level)

Additionally the following concerns should be seriously considered:

1. Instructional Materials: With the apparent proliferation of attractive commercially prepared reading materials available, classroom and project teachers should scrutinize such materials adequately before any purchases. Particular attention should be focused on the instructional methodology presented and the availability of "back-up" test data to validate the efficiency of the materials. (School level)

2. Deviating from the Stated Program Objectives: Since the Title I program is funded on the basis of the objectives stated in the project proposal, it is important that activities carried out be related to the stated objectives. Projects which are operated to meet other purported academic needs, and therefore do not address themselves to the stated objectives, can and should specify appropriate program objectives with its attendant justification and assessment of needs data. (School level)

3. Promoting Better Awareness of the ESEA Title I Program: All Title I schools, including those that effectively communicated such concerns during the current year, should continue to exert every effort to promote and convey the ESEA Title I mission to all other personnel on its faculty. Only through such efforts will the benefits of successful supplemental educational services make significant impact on the quality of education provided through the present system. (School level)

Hawaii District ESEA Title I Projects and Personnel

Haaheo School
Principal - Sadaichi Kakugawa
Reading Teacher - Carol Brown
Educational Assistant - Yaeko Miyasato HT

Hilo Reading Clinic
Clinicians (DOE) - Yuri Aoki
- Walnita Char
- Ellen Watanabe
Educational Assistant - Ethel Nelson FT

Hilo Intermediate School
Principal - Robert Bean
Reading Teachers - Mercedes Manalili
- Patricia Grossman HRLY (non-Title I)
Educational Assistant - Augustina Chanez FT

Operation Tutor Supervisor - Mercedes Manalili
Educational Assistants - Valerie Porter HRLY
- Phyllis Pitoy HRLY

Hilo Union School
Principal - Ethel Yoshimasu
Reading Teacher - Ruth Andrade
Educational Assistant - Janet Fujimoto HT

Holualoa School
Principal - Gilbert Hatter
Reading Teacher - Heidi Paik
Educational Assistant - Katherine Kawahara FT

Preschool Teacher - Florence Kawahara
Educational Assistant - Winona Oandasan FT

Honaunau School
Principal - Walter Kimura
Reading Teacher - Molly Nakano
Educational Assistants - Mary Cipriano HT
- Abelina Alcain HT

Preschool Teacher - Patricia Magallanes
Educational Assistant - Sasae Murakami FT

Hookena School
Principal - Charles Okino
Reading Teacher - Mildred Shimakura
Educational Assistants - Stella Grace HT
- Lillian Medeiros HT

Operation Live-In Coordinator - Barbara Scott
Educational Assistants - Julia Kaupu
- Diana Aki
- Albert Medeiros HRLY
Cook - Mabel Forcum

Kapiolani School
Principal - Frances Sherrard
Reading Teacher - Sharon Yanazaki
Educational Assistant - Roselyn Fujimoto FT

Remedial Support Service Tutors - Karen Hara PT
- Valerie Borden PT
- Beverly Dodo PT
- Sue Kagawa PT
- Gwen Narimatsu PT

Kau High & Pahala Elementary School
Principal - Thomas Higa
Reading Teacher - Mary Masuko
Educational Assistant - Joyce Suenobu TA

Operation Tutor Supervisor - Edna Aguil HRLY

Kaumana School
Principal - Charles Kamimura
Reading Teacher - Patricia Wong
Educational Assistant - Fujie Mukai FT

Kealakehe School
Principal - Dr. Edward Okada
Reading Teacher - Elsie Ohumukini
Educational Assistant - Anna Keanaaina FT

Keaukaha School
Principal - Donna Saiki
Reading Teacher - Barbara Suga
Educational Assistant - Joanne Peralta FT

Konawaena Elementary School
Principal - Kazumi Oshita
Reading Teacher - Elena Harlan
Educational Assistants - Satsuki Motoki HT
- Doris Yamamoto HT

Konawaena High & Intermediate School
Principal - Morris Kimura
Reading Teacher - Faith Murai
Educational Assistant - Gertrude Hayashida FT

Mt. View School
Principal - Lawrence Nakagawa
Reading Teacher - Elizabeth Martin
Educational Assistant - Doris Nakano

Naalehu School
Principal - Marguerite Ooka
Reading Teacher - Wilma Kawasaka
Educational Assistants - Janet Lui HT
- Jorgieanna Amaral TA

St. Joseph*
Tutor - Valerie Porter

District Coordination
Operation Tutor & Parent Involvement - Donald Manalili

*Private School